PROSPECTIVE ENGLISH TEACHERS' VIEWS ON THE PHYSICAL ENVIRONMENT, HUMAN RESOURCES, AND PROGRAM OF THEIR DEPARTMENTS

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Approval of the Graduate School of Social Sciences

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ABSTRACT

PROSPECTIVE ENGLISH TEACHERS' VIEWS ON THE PHYSICAL ENVIRONMENT, HUMAN RESOURCES, AND PROGRAM OF THEIR DEPARTMENTS

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The purpose of the present study is to investigate the prospective English teachers' views on the physical environment, human resources, and program of their departments.

Participants of the study were 278 fourth year prospective English teachers (senior students) from three public universities in Ankara. A fifty-six-item questionnaire, developed by the researcher and subjected to factor and reliability analysis, was used for data collection. Data were collected from all fourth year prospective teachers. Statistical program, SPSS, was utilized to carry out the descriptive statistical analyses. Responses to open-ended question were qualitatively analyzed.

The results of the study revealed that the prospective English teachers agreed on the views that the instructors in their departments were qualified and competent; the physical environment as regards to meeting their basic needs, such as heating and safety, was satisfying; and the program and courses were generally adequate. On the other hand, from the students' viewpoints, the institutions had common problems on the three dimensions, especially on the physical environment and resources. The

students disagreed on the presence of language laboratory, the existence of social areas, guidance provided by the instructors, and the administration's support and attitude to the preparation of prospective English teachers.

In conclusion, the results of this study can contribute to efforts on displaying the current status of the departments and evaluating the quality of the English language teacher education.

Keywords: ELT Teaching, English teacher education, physical environment, resources, human resources, program.

ÖZ

İNGİLİZCE ADAY ÖĞRETMENLERİNİN KENDİ BÖLÜMLERİNİN FİZİKİ ORTAMI, İNSAN KAYNAĞI, VE PROGRAMI HAKKINDAKİ GÖRÜŞLERİ

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Bu çalışmanın amacı, İngilizce öğretmenliği öğrencilerinin bölümlerinin fiziksel ortamı, insan kaynağı ve programı ile ilgili görüşlerini tespit etmektir.

Çalışmanın katılımcıları, Ankara'da bulunan üç devlet üniversitenin 278 dördüncü sınıf İngilizce aday öğretmenleridir. Araştırmacı tarafından hazırlanan, faktör ve güvenilirlik analizlerine tabi tutulan 56 maddeden oluşan beş dereceli anket veri toplama aracı olarak kullanılmıştır. Veriler, İngilizce öğretmenliği bölümünde öğrenim görmekte olan dördüncü sınıf öğretmen adaylarının tamamından toplanmıştır. Betimsel istatistik analizleri, SPSS Paket Programı kullanılarak uygulanmıştır. Açık-uçlu bölümlere verilen cevaplar nitel çözümleme yöntemiyle analiz edilmiştir.

Çalışmanın bulgularına göre, öğrenciler öğretim elemanlarının kalitesi ve yeterliliği bölüm binasının ısınma ve güvenlik gibi temel ihtiyaçları karşılaması, programın ve derslerin genel yeterliliği konularında fikir birliğine sahiptir. Öte yandan, öğrencilerin görüşlerine göre, kurumlar başta fiziksel öğrenme ortamı olmak üzere belirtilen üç boyutta bazı ortak problemlere sahiptir. Öğrenciler dil laboratuvarının

olmaması, sosyal alanların yetersizliği, öğretim elemanları tarafından sunulması gereken yönlendirmenin yetersizliği, yönetimin öğrencilere karşı yaklaşımı ve desteği konusunda olumsuz görüşlere sahiptir.

Sonuç olarak, çalışmanın bulguları Türkiye'de İngilizce öğretmenliği bölümlerinin durumunun ortaya konulması ve İngilizce öğretmeni yetiştirmenin değerlendirilmesi konusunda katkıda bulunabilir.

Anahtar Kelimeler: İngilizce öğretimi, İngilizce öğretmeni eğitimi, fiziki ortam ve kaynaklar, insan kaynağı, program.

To my supervisor, Assoc. Prof. Dr. Ahmet OK &

To my student, who has taught me how to cope with…

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CHAPTER I

INTRODUCTION

1.1 Background to the Study

The late 20th century has been called “the age of communication”, and the world is very rapidly turning into a “global village” called by many people. As the pressure to communicate increases, the importance given to the language, which is the very basic tool for communication, also increases; and language teaching and learning, especially of the great world languages, seen as international channels of communication, becomes even more crucial (Aydoğan & Çilsal, 2007; Rossner & Bolitho, 1990; Wallace, 1991). Such a demand for learning a foreign language consequently results in a bigger demand for language teachers, and training of these teachers.

With such an explosion in language teaching, there has been an increased demand for language teachers and the consequent need to train these teachers. Jarvis and Bernhardt (1987) point out that the preparation of foreign language teachers—like the teacher education issue in general—has changed significantly in recent years. Language teachers should be competent in many fields related to both their profession and some general issues. Besides having competencies in the general areas of education, interpersonal skills and professional education (Met, 1989, as cited in Peyton, 1998), good foreign language teachers need some basic qualifications such as a high level of language proficiency, the ability to use the language in real-life contexts, pedagogical knowledge and skills, and others. Proficiency in the language and cultures of the school environment, expertise in planning instruction and implementation are some of the other skills language teachers should have (Schrier, 1994).

Considering the recent changes in language teaching and language teacher education, to make the English teacher gain all these skills mentioned above does not seem to be a simple issue, especially in developing countries like Turkey, since there can be many factors influencing foreign language teacher education in faculties of education. The physical environment of the colleges, quality of instructors in these institutions, and the nature of the foreign language education programs are the important three of all those factors.

To begin with, it is acknowledged that physical conditions of the learning environment affect the teaching and learning process, which is presented by means of research studies. As an example, Lackney and Jacobs (2002) explain that it is hard to separate instructional activity from the physical learning environment, as it happens in that environment. The relationship between the physical learning environment on behavior and attitudes of both teachers and students has been proved by means of many research studies for many years (Gump, 1987; Lackney & Jacobs, 2002; Lackney, 1997; McGuffey, 1982; Weinstein, 1979). Moreover, physical classroom setting has a noteworthy role as the part of instructional design. For instance, McGuffey (1982) explains that the classroom temperature, lightning and air quality would appear to have some effects on the learning environment. Similarly, the cleanliness, orderliness and facilities of the learning environment act upon students' behavior and achievement. According to Lackney (1997), teachers also believe that the physical conditions of the learning environment can have both positive and negative effects in their ability to teach and student's ability to focus on learning task.

Despite having such significance in teaching and learning process, physical learning environment is often neglected as a constitutional part of the instructional design that should reflect learning objectives (Lackney, 2000, as cited in Lackney, 1997). For that reason, educators should be trained to collaborate in a process in which environmental concerns can be identified, prioritized and addressed in such a way as to be consistent with educational activities (Lackney, 1997).

Moreover, in language teaching and learning process, the physical conditions of the learning environment can have much more effect on the learning of students besides teaching of teachers. Because of the nature of the language learning, physical learning environment of language schools should provide various technologies, facilities, places, materials, and healthy physical conditions to provide students with a "multi-faceted learning environment" for language learning (Peyton, 1997). It can be said that language learning is affected by the learning environment; and language teachers also reflect this effect to the students in different ways as they are exposed to different learning settings during their four-year faculty education. In these four years, how, what and in which conditions they learn can be seriously reflected on their both present and later success. To give an example, language teacher training programs should be exclusively prepared to get prospective language teacher familiarized with the current available technologies in the teaching and learning setting (Banister & Vannatta, 2006). This simply means that the education faculty they have their education and training must involve those technological devices, necessary physical rooms, and place to use them effectively. Basically, teachers should be trained in such a way that they should be able to make use of all kinds of current facilities, technologies, materials and resources to provide effective language teaching (Coniam, 2006; Pellegrino & Altman, 1997). For that reason, having such a learning environment in education faculties is not a luxury, but a necessity for the quality of the foreign language teacher education. This physical aspect of teacher education is also emphasized in Türkiye, as in many other countries, and stated among the standards and accreditation in teacher education prepared by Higher Education Council (YÖK, 1999). It is stated that the physical environment and physical resources should be appropriated to provide best-quality learning environment for teacher candidates.

Besides physical environment, the quality of teacher education is also greatly affected by the quality of human resources in the colleges of education, in other words teacher educators or trainers, administrators, and the other faculty stuff. When the teacher educators are taken into account, it is a known fact that instructors play

an important role during developmental and academic process of teacher training. With the increased demand for qualified language teachers, as Curtain and Pesola (1994) propose, foreign language teachers today "require a combination of competencies and background that may be unprecedented in the preparation of language teachers" (p. 241). These competencies and background are mostly molded in colleges of education and provided through the instructors to the prospective teachers to be developed later in their professional life. Furthermore, it is critical to have a strong professional development which can mostly be given to the language teachers in their faculty education. To provide such an education, qualified language teacher educators (instructors) are needed. Lange (1990) calls professional development "… a process of continual intellectual, experiential, and attitudinal growth" (p. 250) and it helps the professorate, as well as students, keep up with a rapidly changing field. To make those faculty students acquire such skills is not a simple issue but requires the faculty instructors to put more effort to get those skills themselves and train those student teachers as professional as possible by means of, for example, professional conferences, personal talking, or variety of classroom activities. After graduation, many language teachers reflect what they get from their instructors' to some extent, which means that the effects of faculty instructors on language teacher are inevitable. In conclusion, it should always be regarded that faculty members, from the instructors to the administrators, affect student outcomes both positively and negatively (Barrett, 1995; Lamport, 1993).

Another important aspect of foreign language teacher education is the quality of the program. As mentioned before, the environment of language teaching is changing; teacher preparation must change as well with its curriculum and instruction; and the teacher education programs should allow the prospective teachers to organize foreign language learning processes flexibly and responsibly in the face of changing conditions (Ortaköylü, 2004; Şahin, 2006; Wallace, 1991).

Foreign language teacher education programs consist, in general, of content area and methodology courses, teaching profession courses, and general culture courses.

Together with the foreign language proficiency, language teacher depends on a rich stock of professional knowledge in linguistics, literary studies, psychology, pedagogy, sociology, and philosophy besides the interpersonal relationships -the readiness to cooperate with pupils, parents, and colleagues (Jarvis & Bernhardt, 1987; Marscholleck, 2003; Schrier, 1994). In line with the curricular requirements, the curriculum and instruction of the institutions is also adapted to the needs of the current language teacher education.

To sum up, all three factors explained above, are indispensable parts of any teacher education program and they have crucial effects on the quality of education, prospective teachers have in ELT departments of education faculties. The issues to be dealt with in this research study are the ones related to those mentioned factors; -physical environment of the institutions, quality of human resources, and the program in English language teacher education as part of the colleges of education.

1.2 Purpose of the Study

The purpose of the present study is to investigate the prospective English teachers' views on the physical environment, human resources, and program of their departments. Specifically, the study aims to present the students' views regarding both satisfactory aspects and the problems of English language teacher education in relation to these three dimensions. As these dimensions are the inseparable parts of any educational institutions and programs, they are supposed to have significant effects on the quality and nature of teacher education. In line with this main research question, there are three related sub-questions; one for physical environment and resources, one for human resources, and one for program.

1.3 Problem Statement

Main research question and the sub-questions of the present study are as following:

1. What are the prospective English teachers' views in relation to the physical environment and resources, human resources, and the program of their departments?

    1.1 What are the satisfactory aspects and the problems of the ELT departments in relation to the physical environment and resources from prospective English teachers' perspectives?

    1.2 What are the satisfactory aspects and the problems of the ELT departments in relation to the human resources from prospective English teachers' perspectives?

    1.3 What are the satisfactory aspects and the problems of the ELT departments in relation to the program from prospective English teachers' perspectives?

1.4 Significance of the Study

The explosion in language teaching in the late twentieth century also affected Türkiye in which English language has gained so much popularity that it is becoming more and more integrated into the field of education in our country as well as all over the world. In Turkey, foreign language education has always been given enough importance and priority; and development of new foreign language programs regarding the changes in Europe, preparation of new textbooks and more foreign language teachers are some of the indicators of this importance and priority (MEB, 2004).

The more importance is given to foreign language learning and teaching, the more and qualified language teachers are needed. As a result, Turkey opened Foreign

Language Education departments in Education faculties to train English teachers to meet language needs of its citizens. Today, there are sixty-one education faculties in Turkey and most of them have Foreign Language Education departments (YÖK, 2006). When this is the situation, examination of these institutions' physical facilities, human resources and the program from the students' perspectives is not an extra work but a necessity.

Thus, the study investigates the prospective English teachers' views in relation to the main dimensions of their departments, physical environment and resources, human resources, and the program. The findings of the study can reveal both satisfactory aspects and the problems of the ELT departments so that the necessary implications and conclusions can be made for increasing the effectiveness of ELT departments. Regarding the views of the students, as the most all important input of these departments, results might provide a profile of needed physical environment, human resources and quality, and the program.

Moreover, there are a number of studies conducted with prospective teachers on teacher education and English language teacher education; and the samples of some of these studies are fourth year prospective teachers. However, there is not any encountered study investigating English language teacher education on these three dimensions together as a whole. As, also, there is a lack of enough study exploring the current state of English language teacher education from the students' views. The study can provide data for the physical, interpersonal, academic and program-related issues in language teacher education in faculties of education (colleges of education). It can investigate the underlying reasons behind the problems in language teacher education and display the prospective English teachers' perceptions of their education; in this way; the study might provide useful data to minimize or prevent the problems; and to better and improve the satisfactory aspects.

Another significance of the study is that it can "shed light" on the reasons of the problems and deficiencies in language teaching and learning process at schools, and

the results can reveal the satisfactory aspects from the students' views on the three dimensions. For a long time teachers have been blamed for not being able to teach English to primary and secondary school students; and regardless of the physical conditions and program-quality they can prepare or arrange their teaching environment and resources. At this point, the findings of the study could help teachers and teacher educators answer this question on broader bases; input-product relationship.

Consequently, as inseparable and influential dimensions of any teacher education program, examining the factors affecting the teacher education in the colleges of education, in relation to physical environment, human resources, and program, can give us an insight and opportunity to increase student satisfaction, and eliminate or minimize some of those obstacles by reconsidering the kind and amount of investment for training teachers of English. As Ayers (1995, p. xiii) states well: "Teaching is always a search for better teaching", and the core of the aims of this study is based on this idea, to explore the ways taking the educators to better teaching and to identify the obstacles and hindrances along these ways to take out.

1.5 Definitions of Terms

Physical Environment: In the educational context**,** the physical environment is an environment in which educational and instructional activities take place. It generally involves school building, classroom setting, and other physical conditions. Actually, there are various suggestions to define physical learning environment. Hiemstra and Sisco (1990) analyzed the appropriateness of various physical environment components, centered on sensory concerns, seating, and furnishings. Pappas (1990, as cited in Hiemstra, 1991) has pointed out physical characteristics of learning environment regarding its light, temperature, noise, decor, and furniture arrangements. In the present study, the physical learning environment refers to the building (school size, the location, sitting), physical facilities (cafeteria, computer lab, toilets), classroom setting (size, heating, natural lightning) and other physical

characteristics of the departments; and, it is examined under three general titles, building of the department, physical space in and outside the building, materials and equipments for instructional activities.

Program: The specific goals of the instruction are included in the curriculum/program which can be defined broadly as dealing with the experiences of the learner (Ornstein & Hunkins, 1998). In the context of this study, program refers to "a set of courses and their contents offered by an institution such as a school or university".

In this study, the program is handled in two ways, the efficiency of the *program* as a whole and the courses in the program with their delivery specifically. The program of the language teacher education, in general, consists of content area and methodology courses, teaching profession courses, and general culture courses. The percentages of these major areas together with the curriculum are revised by the YÖK; and the ELT program was changed by YOK in 2007 (see Appendix B); however, the fourth year students are still being exposed to the previous one (see Appendix A). The content of these three major areas are given below.

Content Area and Methodology Courses: These include the courses such as English Grammar, Reading Skills, English literature, The Novel, Spoken English, Advanced Reading and Vocabulary, Translation, Approaches to ELT, Materials Adaptation and Evaluation, Research Skills, and Introduction to Linguistics (see Appendix A).

Teaching Profession Courses: These courses give potential teachers skills in classroom management, mainstreaming, the management of public school systems, analysis of the learners' profiles and psychology. They also include field experiences at schools with a variety of grades. These experiences help future teachers develop a sense for the public school system and also help them understand the commitment they are undertaking in becoming school teacher (Jarvis & Bernhardt, 1987). Some of these courses in the program are Introduction to Teaching Profession, Instructional

Planning, Classroom Management, Guidance, Practice Teaching, Teaching English to Young Learners, and Development and Learning.

General Culture Courses: As known, being a teacher is not only being competent on the content area and having teaching skills, but also being fully developed and competent on the general cultural issues. For that reason, the English language teacher education program also include some general culture courses such as Oral and Written Turkish, Computer Application in Education, Principles of Kemal Ataturk, and other elective courses.

The major areas described above are determined by the YOK in teacher education programs; however, there can be slight differences from institutions to institutions. Here, in this study, the courses are considered under five main titles which are area courses (speaking, writing, reading, etc.), methodology courses (language acquisition, approaches to ELT, syntax, linguistics, etc.), literature courses (introduction to literature, survey of English literature, novel, poetry, etc.), teaching profession/pedagogy courses (introduction to teaching profession, development and learning, classroom management, guidance, etc.), and general culture courses.

Satisfactory: In Oxford dictionary (2000), satisfactory situation is defined as the situation which is "good enough for a particular purpose; and acceptable, and meeting the requirements" (p. 1180). In this study, satisfactory situation for students describes the situations which meet students' needs and departments' requirements to carry out instructional, physical and social tasks. The items students "agree" or "strongly agree" reveal the satisfactory aspects of the departments.

Problem: As described in the dictionaries, a problem is a situation of difficulty that needs to be resolved, and in broad sense, problem is present if individuals become aware of a difference "between what actually is and what is desired". In this study, the items students "disagree" and "strongly disagree" are accepted as problems, for they reflect the difficulties to be resolved and the issues that are unresolved. From

their perspectives, the situations which are not desired are the problems of the departments.

Language Laboratory: Language laboratories are the places in which audio or audio-visual devices are used as aids in language teaching and learning at educational institutions. As defined by Bo-Kristensen and Meyer (2007) language laboratory is a learning environment that is embedded with the technological materials and devices to provide language students with the language input such as listening and watching activities. In this study, students are asked about the language laboratory through the survey questionnaire, thus, the language laboratory refers to the allocated room or place in their departments in which the prospective English teachers have the change to listen and practice the language through audio and audio-visual materials.

CHAPTER II

LITERATURE REVIEW

In this chapter, the existing research literature most relevant to the purpose of this study is summarized. First of all, the teacher education and current practices of teacher education are discussed. Then, English language teacher education is handled in line with the current applications, approaches and current state of English language teaching by means of examples and studies. Lastly, the factors influencing English language teacher education are examined. Among these factors, physical learning environment, human resources, and program are explained in a detailed way as the variables of the study through conducted studies. As an integrated part of the literature review, relevant research studies from abroad and Turkey are presented.

2.1 Teacher Education

> When teaching is done well, it resonates in the deepest parts of your being –it satisfies the soul. (Ayers, 1995, p. x)

This sentence can summarize the importance of teacher education and why it should be focused on much. Teacher education should firstly aim to increase the degree of satisfaction of all human beings in the process of teaching and learning. As it is also known, the nature of classrooms, needs of the students and the demands on teachers are changing continually (McNergney & McNergney, 2007). These changes directly affect the qualifications expected from a teacher to increase student learning and the views of the stakeholders. As Tellez and Waxman (2006) point out teacher quality could be one of the measures linked to the student achievement; and, today, there is a need for highly qualified teachers for all students.

All those people responsible for the preparation of teachers also agree that having a highly qualified teacher in every classroom is essential to students' motivation and academic achievement. The research of the past decades demonstrates the significance of the teacher in fostering student growth and academic achievement. What researchers and practitioners are having difficulty agreeing on are the essential characteristics of these qualified teachers who create effective learning; and the ways in which professional development experiences need to be structured in order to foster and develop those critical teacher characteristics (Lasley, Siedentop, & Yinger, 2006). Though not being clearly agreed upon, most of those characteristics could be gained during the preparation period; and, at this point, teacher education is put at the very heart of the process of preparation provided at colleges of education. As Cruicshank, Bainer, and Metcalf (1995) state how teachers teach is influenced from the schooling experiences at educational institutions, how they were taught at those institutions, their level of subject matter knowledge, context, and *teaching and pedagogical preparation* and the other factors.

In fact, the concept of *teaching* and its requirements can form the base for the teacher education, for education is simply the process of teaching and learning. As Ayers (1995) proposes:

> Teaching requires invention, reinvention, dynamic involvement with growing and changing bodies of knowledge, complex connection of human beings making new discoveries with traditional ways of thinking and knowing. (p. 9)

According to Ayers, this could be a kind of short summary of how the teacher education should be and what it should provide to the prospective teachers so that they can also provide those gains to their prospective learners at schools. There might be many other ideas and views on what the teacher education should service to teacher candidates. However, despite the fact that the qualifications and standards might change from context to context and from person to person, it is a well-known fact that there is always a need for well-prepared teachers.

Considering these crucial points for the need for qualified teachers and the concept of teaching as defined above, teacher education should firstly and certainly meet the needs to prepare teachers for a world of increasing change and unsettledness (Goodings, Byram, & McPortland, 1982) regarding the rapidly changing world. Teachers should have the knowledge and skills to cope with all the changes in the areas of technology, education, policy, politics and other areas to educate their students fully developed for both present and the future accordingly. Besides, teacher education should also meet the need to free teachers from the issue that a defined period of training equips them for all future contingencies. The concept of "lifelong learning" is not an educational platitude anymore and demands hardheaded realization, for that reason teacher education should include some basic components in relation to keeping teachers' experiences fresh by regular participation in classroom and school work; close and positive relations between teacher educators; curricula which reflect the most recent and well-founded knowledge in the disciplines of educational studies besides encouraging a lasting dedication to personal learning and professional development (Goodings et al., 1982).

Furthermore, McNergney and McNergney (2007) suggest some characteristics for being a qualified teacher, but also claim that teacher education is often debated for its lack of consensus about what knowledge a teacher must have and be able to apply; and how teacher should be educated. In recent years, there have been efforts in Europe, the USA and other countries including Turkey to determine standards. To give an example, an agreement has been made in the USA in the form of the *Interstate New Teacher Assessment and Support Consortium Standards* (INTASC) as stated in the work of McNergney and McNergney (2007). According to these standards, teacher education should provide certain knowledge, dispositions and performances for all teachers regardless of their subject areas so that new teachers can apply them in their profession. These standards are explained under the following headings: subject matter, student learning, instructional strategies, learning environment, communication, planning instruction, assessment, reflection and professional development, collaboration, ethics, and relationships. These

standards might be the evidence for the presence of various factors affecting teacher education services.

On the other hand, as also being related to English language teacher education, there exists a report of a study written by Kelly, Grenfell, Allan, Kriza, and McEvoy (2004) on the profiles of language teacher education. The report proposes a European Profile for language teacher education in the 21st century. The report presents that foreign language teacher education in twenty-first century should include some of the elements of initial and pre-service education such as a curriculum integrating practical experience of teaching, working with a mentor, ongoing education for teacher educators, training in the development of a critical and enquiring approach to teaching and learning, development and practical application of teaching materials and resources, training in methods of learning to learn, and training in the importance of life-long learning. This profile aims to serve as a checklist for existing teacher education programs and a guideline for those still being developed. What is more, it was prepared to increase the teacher quality in the world experiencing the globalization and interrelationship of different cultures increasingly.

As a result, although, it is difficult to portray the qualified teacher, it can be noted that teacher education with its all elements and components such as the implemented program and learning environment should provide some certain qualities and have some standards and bases to prepare those teachers who create effective learning environments for their students. Discussed also in the literature, "the extent and the quality of the professional preparation will influence both the quality and the style of the teaching" (Cruicshank, Bainer, & Metcalf, 1995, p. 8).

2.1.1 Teacher Education in Turkey

In Turkey, teacher education has been parallel to the society's social, socio-economic and cultural developments (Üstüner, 2004). According to Bursalıoğlu (1994), teacher has always been one of the most strategic parts of the social system called school;

and the teaching was regarded as a profession when the government had educational and working standards, although, from the past to the present, the standards determined for the profession of teaching have been complex, conflicting, and inadequate (Üstüner, 2004).

In recent years, The Council of Higher Education has had reconstructive attempts for the education faculties to prevent some of the problems and increase the effectiveness of teacher education in Turkey (YÖK, 1998). During this process, certain standards have been decided for teacher education programs. As a result, Turkish teacher education accreditation system is based on three groups of standards prepared by YÖK together with the World Bank (1999): which are starting standards, process standards, and product standards. These standard groups are given under the seven areas. These are teaching, quality assurance, students, cooperation, physical infrastructure, administration, and personnel. These standards include different dimensions as part of the teacher education programs from the human resources to the administration and physical environment.

Along this direction, for the present and future condition of teacher education, the ninth development plan for 2007-2013 years prepared by State Planning Organization is focused on the exigency of evaluating and renewing *curricular programs*, improving *physical infrastructure, physical equipments and resources*, and increasing the quality of the *instructors* to improve and raise the quality of teacher education (YÖK, 2007).

Moreover, the stated Basic National Education Law Number 1739 (MEB) declares that the teacher education should be in a way that a teacher should be an intellectual individual in Türkiye and in the world, should be competent on his/her profession, and should have the qualifications on the three areas of teacher education, which are general culture, knowledge and competence on teaching skills and subject-matter knowledge. Many of these qualifications, skills and competencies are acquired in the colleges of education, which is constituted from variety of dimensions and factors to

be evaluated. Here, a few of the studies should be presented which are conducted to investigate the current status and problems of teacher education in Turkey together with the studies examining the characteristics of the prospective teachers, as mostly affected parties and representing the input for the system, in the faculties of education.

In his article, Üstüner (2004) analyzed the problems of education faculties, some of which can be listed as the deficiencies in the number of professorate when compared to the other faculties, the breakdowns in faculty-practice school relationships and the lack of practice teachings, the insufficiencies of course books and resources to teaching pedagogy and formation, ambiguity in the application of some courses in the classes, not having follow-up for the graduates, and the presence of second-shift education. When examined at first hand, the problems he identified can be said to grow out of instructional state such as practice teachings, physical and academic resources such as inadequate course book, and human resources such as faculty-practice relationships and the lack of follow-up; and the others factors affecting the teacher education and faculty culture.

Regarding the problems, Gürşimşek (1998) also proposes another aspect of teacher education programs; and claims that recently the educational requirements and variety of knowledge and skills that the learners must obtain has increased and changed so much that indicates there is a need to change quantitatively and qualitatively in teacher education in Turkey. In her study, Gürşimsek discusses the new approaches and concepts in teacher education and put some suggestions for the reconstruction of teacher education in Turkey to decrease the problems mentioned above. She suggests that the new concepts, approaches, and applications should be integrated into the instructional dimension of teacher education. Group learning, cooperative learning, reflective teaching, and real-life contexts should be modeled and supported by the instructors. Teacher education should not be limited to four-year faculty education, but should be regarded as "lifelong learning process." Moreover, practice teaching is very important in the preparation of prospective

teachers. During this time of practice teaching, the needs of both prospective teachers and mentor teachers at schools should be considered and met immediately to increase the benefits taken from practice teachings. Also suggested by her, putting enough emphasis on these factors might add to the potency of teacher education programs and minimize the possible problems caused by the lack of these resources.

Furthermore, Önkol, Tan, Erdoğan, and Mısırlı (2005) studied on the students' views regarding the weaknesses and strengths of the Educational Sciences department at education faculty at METU from the viewpoints of students, research assistants, and faculty members. They gathered quantitative data from 219 pre-service students, 31 graduate students; and qualitative data from research assistants and faculty members. The results indicated some problems such as transportation, weaknesses such as lack of elective courses provided, and inadequacy of the number of instructors, strengths such as cleanliness and positive atmosphere related to the department. The researchers concluded the study by offering a through examination of the educational settings so that some improvements can be made and the quality can be ensured.

In relation to the status of teacher education institutions, the research study was also conducted by Göktaş (2006) to examine the present condition of education faculties in Türkiye. The study inquired how they prepare teachers of future to use information and communication technologies, which are the indispensable components of the current educational applications and approaches. The study involved 51 deans, 111 faculty members, 1330 prospective teachers and teachers. The findings demonstrated that most of the participants were pleased with the technology integration into teacher education. On the other hand, prospective teachers and teachers did not perceive themselves as competent in usage of information and communication technologies. Most of the participants regarded technology as having barriers. This study could demonstrate the technology integration in teacher education presents problems, as the faculty members and prospective teachers do not perceive themselves as competent as expected.

Other than the studies above conducted to display the present condition of education faculties and teacher preparation in general, there are studies aiming to explore the characteristics of prospective teachers in education faculties. These studies are helpful to get a general picture on the profiles of those prospective teachers, who are also the subjects of this study. Identifying the problems, any change or development related to instructional and physical state can not be thought to be effective without regarding the profiles of the learners, analyzing the prospective teachers as the input of the system. The learners' strengths, weaknesses, personalities, backgrounds, and needs might change the nature of any educational activity (Dick, Carey & Carey, 2005; Ekiz & Yiğit 2006; Morrison, et al., 2006; Posner & Rudnisky, 2006; Smith & Ragan, 2004). The measures to be taken to increase the effectiveness and to minimize the problems should strongly be based on this reality besides the other considerations.

With this focus, the study carried out by Ok and Önkol (2007) aimed to examine the characteristics of the prospective teachers, who were chosen from the six higher education institutions from four different provinces. The results presented that most of the prospective teachers were coming from low-income families and from Anatolian Teacher High Schools. Moreover, those students rarely took place in social activities; however, they were having motivation to become a teacher. In the same direction, another study conducted by Aksu, Daloğlu, Yıldırım, Kiraz and Engin-Demir (2008) on the profiles of students of education faculty was a nation-wide study and involved 18.226 first year prospective teachers from 51 education faculties. The results indicated the prospective teachers were coming from low-income families, and most of the students wanted to be a teacher and to work as a teacher after graduation. However, it was one of the noteworthy results of the study that the 31% of the students rarely or never read newspaper, and the students expressed that they would rely on theology and religion if the science was not able to respond to the problems in daily-life. These results might indicate that the students can have some problems before enrolling to the higher education institutions after high school, for that reason, the education to be given to these students should also

eliminate or minimize the side effects of those factors related to student background besides educating them to teach scientific thinking, questioning, critical thinking and so on. The instructors, administrators, and the other faculty members considering the support of appropriate physical and social environment should work together to turn the input of varying quality and characteristics into quality output. To achieve the aim, they should provide the best-quality learning environment during the four-year process so that they can reach the expected quality outcomes.

As a conclusion, Türkiye had problems in teacher education in the past and has always had new national policies to improve teacher education and to prevent these problems (Dülger, 1987) and now, it has been still experiencing certain problems in relation to the certain factors affecting its applications and trying to find solutions to decrement the deficiencies. At this point, it should be stated that this study also tries to examine the recent status of English language teacher education and explore both the satisfactory aspects and problems occurring in field of teacher education. It, specifically, centers the attention on the three dimensions and analyzes the affects of physical learning environment, human resources and program on English language teacher education from the perspectives of English teachers. Before the literature is explored on how these factors affect teacher education, in specific, English language teacher education, the relevant literature should be presented on English language teacher education with its program, requirements, and current application, and problems.

2.2 English Language Teacher Education

As greater emphasis has been placed upon the global environment, language teaching has become more important in the curricula of schools and universities bringing the issue of education of those teachers to teach the language considering the current technologies, approaches, and application in the field of English language teaching. Tellez and Waxman (2006) explain the importance and nature of teacher education for successful language learners; and they state that “all teachers must be prepared to

foster language development and sheltered content instruction to create the best possible environment for English Language Learners" (p. 25). As seen, the literature emphasizes many qualities of English teachers (Harmer, 1998); and they put their attention on the full preparation of those teachers regarding the recent trends and applications with accompaniment of various fashionable approaches, concepts and theories (Doff, 1988; James, 2001).

It is known that these approaches and theories to language learning and teaching moved away from the traditional, structure-based ones to more interactive ones where learners learn the language by using it in real communication-"essentially *constructing* their own knowledge of the language from their interactive experiences, rather than learning systems by rote" (Carrier, 2006, p. 5). This way has been novel in the field and has been called communicative language teaching and learning. Nowadays, many of ELT departments have been influenced from this way of language teaching and introduced it to the prospective teachers besides designing their instruction with the integration of this approach (Ghaith, 1996; Gilmore, 2007; Kahraman, 2001; Yılmaz, 2003).

Multiple Intelligences theory is another current and fashionable theory affecting the applications in the field of English language learning and English language teacher education. According to the theory, there are different intelligences described by Gardner (1993), and they are discovered in a suitable environment. MI theory makes its greatest contribution to education by suggesting that teachers need to expand their repertoire of techniques, tools, and strategies (Armstrong, 2000; Campbell & Campbell, 1999; Campbell, Campbell, & Dickinson, 1996). It is also widely used in English language teaching and favored by the teacher educators (Harmer, 2001); as it is believed that it can "systematically help students develop their full intellectual potential in, through and across the curriculum" (Lazear, 2000, p. 6). At the ELT departments, the methodology courses cover the MI theory.

CLIL is the abbreviation for Content Language Integrated Learning, which is very recent and new approach for Turkey, and has been applied in Europe lately in English language teaching (Eurydice, 2006). As described by Darn (2006), CLIL is a way of language teaching which comprises learning another content (subject) area such as geography, physics by means of learning another language by studying a "content-based subject." Darn also explains that with the expansion of European Union, language learning gains much more attention, for that reason, such kind of new approaches should also be part of the English language teacher education.

Constructivism is another new and popular issue, especially in Turkey. Nowadays, the primary schools' curricula are reconstructed based on the constructivism, and its applications have been discussed by the educators. For that reason, there are efforts to examine English language teacher education program to see the implications of constructivism. For instance, Kesal (2003) examined the ELT Methodology courses to see how and to what extent constructivism is applied.

Moreover, brain-based learning, critical thinking, cooperative learning, problem solving, and active learning are some of the other concepts, theories, or approaches which have affected and are affecting language teaching and teacher education. All these approaches and concepts to be introduced during teacher education require the arrangement of the learning environment accordingly. To give an instance, some of their application and introduction are done with the help of technological aids and qualified instructors to put them into practice. As a result, this also leads the English language teacher education to be more involved in the technology. As Carrier (2006) states teacher education should offer certain amount of technology to prospective teachers to enrich their experiences and to better learning success, so they can keep up with the changing conditions of language teaching; and the job of the authorities should be preparing the learning environment in accordance with this notion. This change intermeshes well with the theoretical approaches to learning that have developed in recent years.

Lastly, Farmer (2006) discusses that there are so many ELT approaches in the literature, but the professionalism in ELT is nothing more than the effective management of the students' learning. This professionalism is provided to the teachers during their faculty education to be improved later. This interest in teacher quality has yet to yield research and policy studies examining specifically the quality of teacher preparation for English language learners (Tellez & Waxman, 2006). An increasingly large body of research has established that teachers with good professional preparation can make a significant difference in students' learning (Brown, 2000; Darling-Hammond, 2002; Sanders & Rivers, 1996, as cited in Gondora, 2006). As in many other countries, in Turkey, the preparation of qualified English language teachers for English language learners has been a debated issue and faces with some problems on different dimensions, as observed from the studies as well.

2.2.1 English Language Teacher Education in Turkey

English has gradually become the most popular foreign language; and at present it is the mostly taught foreign language in Turkey (Demircan, 1988; Tarhan, 2003; Yeniyıldız, 2003). As a nation, Türkiye has been trying to learn this language for years; and according to the statements of Ministry of Education (2004), in Turkey, foreign language education has always been given enough importance and priority; and developing new foreign language programs, preparing new textbooks, attainment of teachers are some of the indicators of given importance.

However, it is known that despite all these efforts and attempts, there have been some problems in English language teaching and learning. In fact, this is not the case special to Turkey. As Rossner and Bolitho (1990) explain there are many other countries experiencing some problems in language learning, which brings us the exploration of how English language teaching can be more effective in Turkey so that most people and government do not waste their time and money constantly for years. In order to evaluate the English language teaching and learning, there are

already many sources, studies and articles (Demirel, 1999; Demirel, 1978; Eren, 2004; Gencel, 2005; Tarhan, 2003; Yeniyıldız, 2003).

The results of these studies and evaluations together with the current approaches and applications should be reflected upon the English language teacher education, which is the touchstone for the quality of the language learning in every country, as the quality of teacher education is reflected on the success of learners through the professionals teaching it. At this point, English language teacher education and its dimensions in our context should be discussed through the studies.

Çelebi (2006) mentions in her article that, for a long time in Türkiye, great efforts have been put for teaching foreign languages; and since the foundation of the department of English Language Teaching in Gazi University in 1944, English language teachers have been educated in the departments of foreign language education in different institutions (Alagöz, 2006). Today, in Türkiye, there still exists a gap between the number of English language teachers who graduate from ELT departments and the number of English teachers required. Keskil (1999) suggests that the only solution can come in four-five years with more ELT departments founded and the present ones improved. She states: "…however, the quality is as important as quantity. Therefore, more classroom, more financial aid, more academic staff, but more than anything else more concern for the ELT department would help to solve this problem (p. 77)."

The study by Ortaköylü (2004) is also on the effectiveness in English language teacher education in Türkiye. The researcher conducted questionnaires and interviews to the totally 66 fourth year students from Abant İzzet Baysal and Erciyes universities, as they were about to finish their studies and start teaching. They were seen as the best source of information. The findings showed that the senior students of ELT department felt prepared; but in the "Language and Awareness" domain of the knowledge and performance issues, students got the lowest mean scores. This study can indicate that the dimension of program at the ELT departments of

Education faculties should be reconsidered in terms of furnishing students with the essential skills and competencies of English language and culture.

Furthermore, Demirel (1991) also summarizes the problems and obstacles in English language teacher education in Turkey in his article. Despite the fact that the article was not written in recent years, most of the problems are cited and stated in recent articles by other educationalists and researchers and they are the topic of this research study as well. Related to English teacher preparation, Demirel lists problems related to the contents of the curricula, the implemented teacher education model, faculty instructors and distribution of students, absence of technological materials and equipments, teaching practice and school of application, scientific research and publications. As seen, these mentioned problems are the results of the different dimensions of the teacher education programs, as there are many dimensions affecting the teacher education varying from the teacher education policy to the physical environment.

Conclusively, this study examines the quality of English language teacher education in Türkiye from the perspectives of prospective English teachers and aims to evaluate it from three dimensions, which are physical learning environment, human resources, and program. As the variables of this study, these shortcomings are sought in relation to the mentioned factors, which are crucial aspects of the teacher education.

2.3 Factors Influencing English Language Teacher Education

It is known that there are some deficiencies in language learning growing out of inadequate English teachers (Tellez & Waxman, 2006). At this point, general shortcomings in teacher education can be pointed out as the reasons. These shortcomings are generally related to the factors influencing the teacher education. Examining the literature on English language teacher education as done above, it can be inferred that there are many factors influencing teacher education. For instance,

prospective teachers' background knowledge and beliefs have certain effects on their faculty education. As Borg (2003) states, pre-service teachers come to teacher training programs with their beliefs about English. They have a number of beliefs that are formed in their own language learning experiences. They can "…reflect on what they enjoyed or found effective in learning and what worked for them" (Baştürkmen, 2007, p. 8). Moreover, there are other factors such as the program, the attitudes of teacher candidates, the physical conditions and the facilities of the institution, the general deficiencies of teacher education in the country, the quality of instructors in education faculty, economical constraints, and political decisions and so on. This situation can reveal the truth that prospective teachers again reflect their experiences and what they got during their university education into their professions when they start their profession.

Among all these factors, it can be seen that departmental culture and climate have an important impact on student learning and perspectives on its program, facilities, instructors, culture, research emphasis and so on; and faculty goes on to be one of the keenest influences on students' experiences in their programs and in their future profession (Cameron & Ettington, 1988; Hartnett & Centra, 1977, as cited in Umbach & Porter, 2002).

The importance of the quality of faculty education for prospective teachers can be understood here. The more qualified and effective and problem-free the faculty education is the more beneficial and accurate the reflection is presented in the future. This does not mean teacher candidates reflect everything without changing or considering, but they are greatly affected by their faculty education and departments' environment including many dimensions such as the staff, the building, and the curriculum. Among these factors, physical environment, human resources, and program related to research studies are presented below respectively.

2.3.1 Physical Environment and Resources

"We shape our buildings and thereafter they shape us."

- *Winston Churchill*

Historically, schools have been built as consequent need of housing children and teachers from bad weather and these buildings have become a complex technological environment including a variety of programs (California State Department of Education, 1991). As soon as the need for a school has been accepted, the planning, designing, and constructing the facility begin (Riggs, Petersen, & Stockburger, 2000). At this point, the issue of physical learning environment together with its elements has been discussed.

According to McDonnell and Becker (1978) under the title of physical learning environment, topics covered mostly include school size, architectural design, seating arrangement, environmental stressors, alternative learning environments, and enhancing learning through environmental change besides technological facilities, language laboratory, and safety.

In 1998, the American Institute of Architects, the U.S. Department of Education, and the White House Millennium Council (Wolff, 2003) held a symposium on designing schools for the 21st century. The suggestions by symposium participants are as following and they can explain from which angles the physical learning environment is evaluated in this study. In other words, they can constitute the standards of physical characteristics of learning environment:

1. Enhance teaching and learning, and accommodate the needs of all learners by designing physical environments that support hands-on, project-based, and interdisciplinary learning.

2. Serve as centers of the community through the creative configuration of the physical environment to accommodate learning for all age levels, to support learning during days, evenings, weekends, and summers.

3. Involve all stakeholders in the design process and provide adequate time and resources for the design process.

4. Provide healthy, safe, and secure physical environments.

5. Make effective use of all available resources by creating flexible spaces that serve small and large groups, and in which office and maintenance areas are designed to serve both educational and operational functions.

6. Maximize the use of technological resources.

7. Allow for flexibility and adaptability to changing needs, and remain open to possible changes in the community's aspirations for the physical environment.

Regarding the points stated above, physical learning environment has a great importance, because researchers have suggested from past to the present that good-quality school climates foster the state of being connected to the school and in this way contribute to fewer emotional and behavioral problems and increase achievement (Cooper, 1985; Louhglin, 1977; Loukas, Suzuki, & Horton, 2006).

Basically, it is known that educational structures need to be designed with the purpose of meeting the needs of students related to the program (Riggs, Petersen, & Stockburger, 2000). In the study conducted by Chan (1996), relating to the school environment's impact on student learning, his findings clearly demonstrated that the design of a building can have a great impact on student learning and the instructional process can be enhanced or severely undermined based on the facility design. The development of instructional specifications is needed for the educational building to use it more effectively and efficiently (Nagakura & Moronuki, 1986). These

specifications become a road map for the basic design of a building, which includes a fundamental floor plan, sectional design, structural plan, facilities scheme, construction method blueprint, school furniture formula, color scheme, and so on. Additional considerations include checkpoints for structural soundness of the facility, economic considerations of the building, as well as the physiological aspects, durability, and of course, the attractiveness of the structure. Particularly important to a school are conditions for outdoor activities, location and proximity of classrooms and entrances and exits (Riggs et al., 2000; Nagakura & Moronuki, 1986).

Riggs, Petersen, and Stockburger (2000) also state that while it may not be as readily evident as a test score, disturbing and inadequate facilities impact how well students do in school. Research has pointed to the fact that students' academic achievement is higher in newer and more attractive school buildings than in less attractive facilities. Location of the buildings is deemed important as well. Students with similar backgrounds, located in schools near busy and noisy streets versus students who attend school in newly created buildings with lower noise levels, achieve higher test scores (Chan, 1996). A few investigations researched the issues such as the size of the classroom, aesthetic features, and climate factors within the school setting and the effect on student performance with few implications on current trends (Moore & Lackney, 1994). The research in this area also explore the connection between school facility age and its appearance to student academic success (Meek, 1995, as cited in Riggs, Petersen, & Stockburger, 2000) as well as school design and student and staff responsiveness. For example, the California State Department of Education (1991) reported, "the facility could hinder or enhance the educational program" (p. 12). This and other investigations have motivated educational leaders to become aware of "the direct relationship between space and function" (p. 12).

Moreover, every teacher knows that a safe, clean, comfortable and attractive classroom can stimulate learning and help build a classroom community. But for many teachers, setting up the physical environment of their classrooms can be quite

daunting, especially when faced with older buildings, crowded classrooms and insufficient space. Slyvia (1993) point out:

> You can make the most of your classroom environment by carefully considering your needs and the needs of your students. The first things to consider when organizing your classroom are cleanliness, light and temperature. You should think about your floor plan. It should maximize classroom space and reflect your individual teaching style. (p. 5)

In the same direction with Slyvia's idea, in their report, Jago and Tanner (1999) propose that the spaces and places affect the students' both academic and emotional state in educational institutions. For that reason, educators and the school facility planners should be able to design or redesign the physical environment with this point in their minds.

On the other hand, Lackney (1999) examined the effect of the physical facility on the disruptive behavior of elementary school pupils. He found that there was a relationship between the type of facility attended and student behavior. Students in an open space facility demonstrated a tendency to exhibit less disruptive behavior in school and students in traditional schools tended to be more disruptive in class. It is also concluded that students in buildings with a more desirable physical environment were disciplined, absent, or experienced health problems less frequently than students in a building with a less desirable physical environment. It becomes indispensable to relate all these effects with the academic achievement and motivation of the students. All the physical factors –building condition, facilities, school size, class size, location and others- can have an effect on the variety of variables which are known to have a link to student achievement, motivation, and student-teacher interaction (Lackney, 1999).

When looking at the standards and accreditation (YÖK, 1999) in teacher education, it is seen that physical learning environment has an important place in teacher education. The physical learning environment is among the input standards of teacher education. First of all, the classes should have enough infrastructure, size and

number for the relevant courses which will be done in that class. The books, their numbers, the technological materials and computer in the library should support the instructional programs. The faculty should have enough facilities and equipments to implement the existing program such as laboratory, workshop, computer, rooms for sports and art activities. Lastly, there should be enough number of rooms for faculty instructors and they should have necessary equipments and facilities.

All these points are also reasonable for English language teaching environment; since the prospective teachers in faculties should have a proper physical environment and necessary facilities and equipments for learning how to teach English and to carry out instructional activities required for language learning and teaching. For example, technology is an indispensable part of language teaching, especially with the increasing technological improvements. As discussed before, the application of the current approaches, concepts, and theories in the field of ELT require the arrangement of the physical learning environment accordingly (Carrier, 2006) such as the sitting plan and technological devices. Moreover, Sabieh (2001) states that it is essential that language teacher training programs include courses exclusively prepared to familiarize the prospective teachers with the effective use of the technologies in the teaching/learning; and teacher education programs that allow educators to acquire hands-on experience as well as training in applying the technologies in the teaching and learning environment. For that reason, the physical environment of the institution should involve at least basic resources and technological tools to be used in language teaching. It can be concluded that technological devices and materials, as part of the physical learning environment, should be seen as complementary tools for language teaching and be present in the physical learning environment, however affective side of the learning environment can only be supplied and provided by the teacher (Rozemeijer, Saskia & Mariani, 2001). At this point, the importance of the instructors in this physical learning environment comes on to the scene.

2.3.2 Human Resources

Review of literature indicated that faculty and administration personnel are the main agents in those colleges of education that may influence students' achievement in positive or negative direction; and facilitate students' integration of values (Barrett, 1995; Lamport, 1993, Newman & Newman, 1978).

When the instructors are taken into consideration as faculty members, it is known that they have really critical effects on the academic progression, personal development and achievement of the prospective teachers. As also stated by Wilson and Gaff (1975), effectual college teaching and learning are affected not only from the qualities of faculty and students but also on the nature of the relationships between the two. To give an example, besides all other effects, the instructors' guidance, which requires relationship and interaction, makes the prospective teachers aware of their potentials, their deficiencies, their strengths, and their beliefs. To give an example, if teachers are more aware of the beliefs that guide their practice, they can more easily modify them if they wish (Baştürkmen, 2007). Therefore, it is important for instructors and teacher trainers to have knowledge of prospective teachers' beliefs and prior experiences so that through discussion and reflection on beliefs can help prospective teachers and trainee teachers clarify their own thinking about issues and compare them with the others.

Farrell (2006) also states that teacher educators should carry out some activities to reveal prospective teachers' prior experiences, knowledge and beliefs about being a teacher, teaching and learning, since they enter the teacher education programs with all those things in their minds. In this way, instructors have a good picture of the prospective teachers' profiles; also any material they use in the classrooms will have to complete with those existing beliefs and impressions, and feelings. Considering this, the role of the instructors and their impact on pre-service teachers can not be underestimated.

Then again, as stated before, the conception of language teaching has been changing, so have the used methods, techniques and concepts together with the approaches. As the realization that communicative competence involved much more than knowledge of language structures with the debate between Chomsky and Hymes in the 1970s, the authenticity in language teaching and learning has gained much more importance to reveal communicative aspects of language learning (Gilmore, 2007). This brings the reality that teacher trainers should guide and prompt the prospective teachers to use authentic materials and the effective methods in language teaching by modeling; in this way, they can find the ways and opportunities to expose their learners to the authentic language created by native speaker/writer for a real audience, purpose, conveying a real message. As Cruicshank, Bainer, and Metcalf (1995) state "we teach as we were taught" (p. 6), and the teaching ways of the prospective teachers model the teaching of their "preferred mentors." This is a very crucial point as a condition for the quality of the instructors.

When looking at the standards prepared by YÖK (1999), the quality and the number of the instructors in education faculty is among the basic standards of teacher education. For that reason, the instructors should also have opportunities for professional development and research for increasing the quality of teacher education. However, there is a discrepancy between the ideal expectation for the education and what occurs. The school of education does not exist isolated from the society, as the society as a whole exhibits some expectations for the school of educators. Shen (1999) states that historically, the central function of the professorate was the education of educators. The professorate did not emerge out of need for inquiry. Today, however, the connotation of "the ideal teacher educator" includes conducting research. In addition to preparing educators and conducting research, education faculty members are also expected to provide professional service.

Furthermore, the faculty members should prepare the prospective teachers so that they can keep up with the changes, developments and improvements for their professional development. For instance, preparing teachers to use technology is a

major area of concern for teacher education, as the technology is becoming an integral part of the daily life. If pre-service teacher education is to make a difference in how teachers use technology then teacher educators must model effective technology use. In a recent survey of teacher institutions, the best predictor of graduates' use of technology in the classroom was the actual use of technology during training (Milligan & Robinson, 2000). The report suggests that educational technology instruction should be integrated into methods courses rather than being limited to a stand-alone course**.** This can mean that instructors in school of education should prepare them by using technology to provide enough skills for the future's English teachers, as technology is becoming inseparable part of our lives. It is also becoming integrated in language teaching, so teacher educators should be model for prospective English teachers by using it in their own lessons. Apart from technology usage, as mentioned, there are some popular approaches in the field of English Language Teaching and the instructors should be ready to involve all of the developments and popular approaches into their own programs even if the faculty program does not include. For instance, communicative learning or the other new ones should prompt educators to expand its applications into the domains of preservice teacher preparation (Ghaith, 1996).

Through this way, teachers could motivate their students by introducing variety in their lessons. In recent years, varied modes of learning have also become common in professional education including, of course, teacher education (Wallace, 1991). While English teachers are providing this variety, they should be very knowledgeable about learning styles, learning strategies, and study skills which are integrated into the teacher education curriculum. It is desirable that educational institutions should expose trainees to a variety of learning experiences to extent the prospective teacher's repertoire of learning strategies. English teachers ought to be encouraged to become 'reflective practitioners' developing by reflecting on their professional experience, then it follows that a good part of their learning in the college or university ought to be experiential in nature. Similarly, it may be the case that the teachers in the field are seen as not simply followers of instructions, but

professionals who are open to new ideas, while being at the same time, practical and sensible in selecting and applying them. Such teachers should be capable of further independent study, able to solve problems in a rational way, able to combine of speed of response with depth of understanding. When the instructor is enough qualified to provide a suitable learning environment to learn the theory of ELT and to practice its components, prospective English teacher will also take the instructors as a model for their future profession (Wallace, 1991). Dewey (1897) in his famous declaration concerning education states the duty and the place of the instructor very well:

> The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child as to assist him in properly responding to these influences. (p. 79)

In our own educational context, there have been studies exploring the quality of the instructors and their ability to communicate with the prospective teachers in different departments and universities (Birol, 1996; Dindar, 1991; Yılmaz, 1989).

Doğan and Korkut (2004) conducted a research study on the profiles of the instructors working at education faculties and the reasons behind the prospective teachers' choices of their departments. By means of this study, a general view can be gained on the characteristics and profiles of the instructors educating the prospective teacher in education faculties. The results of his study related to faculty instructors show that most of the instructors do not have teaching experience, and very few of those instructors are the graduates of teacher training high schools. Moreover, almost half the instructors do not have doctoral degree. This situation related to the profiles of the instructors might affect the efficiency of teacher education, including English language teacher education and the service provided by the instructors such as the instruction, guidance or orientation. For instance, guidance provided by the faculty instructor is also given much importance by the prospective teachers, as the findings of the study conducted by Erginel (2006) shows that reflective process enhances prospective English teachers' self-awareness for teaching profession. Prospective

English teachers from various universities valued *guidance* by the instructor during the process. It was also revealed that those pre-service teachers focused on the instructional processes, motivation and on classroom management while reflecting on their experiences besides putting emphasis on effective teaching. The study concludes that for this reflection to occur in an effective way, the quality of instructor as a guide is very important during the process.

As a conclusion, prospective English teachers should be educated and guided in the most qualified way to provide the most effective learning environment for students. As Herrell and Jordan (2004) states: "Teachers everywhere are faced with enormous challenges in their classrooms and they are expected to meet the needs of increasingly diverse population each year" (p. ix). For that reason, it is surely crucial for them to be ready to adapt themselves to different types of schools and different types of students besides being the careful followers and implementers of the changes and new applications in English language teaching area. Moreover, as mentioned above, there is a strong relationship between pedagogical and academic qualification of teaching staff members in higher education and the quality of teaching and learning (Leitner, 1998); and their students are the fundamental receivers of their teaching and they are also affected from the attitude of teaching stuff besides the attitude and concern of the faculty administration and other faculty staff.

2.3.3 Program

Stated before, English language education is given so much importance by most of the countries in the world and in Türkiye with the increasing reflection of globalization on people's lives. Success in language learning depends on how successful schools are in meeting the language needs of the students. The ultimate success of this challenge depends on how effectively teacher education programs are in preparing new teachers to educate these students.

In this line, teacher education programs should have some standards to prepare qualified language teachers. For that reason, for example TESOL, in conjunction with NCATE, recently developed standards for English teacher education. As a result, TESOL/NCATE program standards divide teacher education instruction into five domains which are language, culture, planning, assessment, and professionalism (TESOL, 2003), and require the teachers to be competent in all these areas.

Moreover, including all teacher education programs, Corts, Lounsbury, Saudargas, and Tatum (2000) describe the aims of any undergraduate program. According to them, undergraduate program typically have several goals and these are (a) providing major with opportunities to develop a broad base of knowledge and methodology in the field, (b) developing critical thinking skills, and (c) preparing students for careers in their chosen discipline.

However, critics of teacher education programs point to the discrepancy between the situated complexity of life in classrooms and the decontextualized, formal principles that are given through university curricula (Fox, 1996). This implies that, apart from containing those characteristics and innovations, the faculty program of prospective English teachers should be consistent with those mentioned changing conditions and applications of their country and of the world. James (2001) writes in his book: "Naturally, learners change…, therefore teachers also need to change" (p. 9). The change of teachers brings the change of teacher education and its programs accordingly. Otherwise, it is indispensable to face problems in real-life context. Some discrepancies can be observed at this point between the theory taught in the education faculty and the practice at schools. To give an example, the issue of instructional planning given during university education in the past can be examined. Planning is also one of the most important parts of teacher education. In university, the ELT students learned how to plan instruction according to the curriculum planning process proposed by Taba (1962, as cited in Nunan, 1988). As Nunan (1988) also explains, in that process, planning, implementation and evaluation occurred in sequential order, and most of the important decisions about the

objectives, aims, materials, and techniques were being taken before without meeting the learners.

On the other hand, Nunan (1988) mentions the studies show that most teachers simply do not operate in this way. “While this prescriptive model of planning may be one of the most consistently taught features of the curriculum of teacher education programs, the model is consistently not used in teachers’ planning in schools”(p. 3). Obviously, there is a mismatch between the demands of the classroom and the prescriptive planning model. This means that there could also be a mismatch between the application at schools and the faculty education of the prospective teachers and a mismatch between the needs of the age and the faculty program. This mismatch can be observed in different ways and in different subjects. For that reason, the curriculum and instruction are the crucial factors affecting the quality of English language teachers and the future adaptation and success of prospective English teachers. The program should present what is needed and what works in that age.

What is more, all learners need time to reflect on what has occurred in order to make sense of those experiences and to organize ideas for future use. Reflection is the heart of intellectual organization and of the disciplined mind being in an interaction with the instruction and the program. Short (1996) claims that “while action provides the content for reflection, reflection is the driving force behind action” (p. 23). When action and reflection work together, learners have something on which to reflect and opportunities to pull important meanings from their experiences to continue growth and learning. Teacher education programs for pre-service English teachers, however, often seem to value action at the expense of reflection. As Short states pre-service teachers become plunged in new methodologies, theories, and classroom field experiences but have a little time to step away from these experiences and reflect on their own understanding and beliefs about these experiences (Short, 1996). The program of English language teacher education should be well-designed enough to provide time for reflection.

Besides this notion of reflection, as stated in the literature on English language teacher education (Coniam, 2006; Rimmer, 2006; Sabieh, 2001), it is essential that language teacher training programs include courses to familiarize the prospective teachers with the effective use of the technologies in the teaching/learning. Teacher education programs should include enough technological components such as courses taken from Computer Education and Instructional Technologies department, and pre-service teachers must complete a sequence of experiences that develop an in-depth understanding of how technology can be used as a tool in teaching and learning. However, colleges of education are faced with the challenge of providing programs that develop both faculty and students as effective technology integrators (Banister & Vannatta, 2006). In English language teacher education program, there are courses on computer usage and integration of technology with teaching profession; and they are under the teaching profession and general culture courses. Their adequateness is discussed from the viewpoints of prospective teachers.

In addition to reflection and technology components, it is emphasized that teacher self-development is a natural and desirable result of engagement in the process of designing and developing teaching materials (Davies, 2006; Uberman, 1998). For instance, as Uberman (1998) proposes different kinds of activities together with fun elements can increase the effectiveness of language teaching and learning. For that reason, in the English language teacher education program, the methodology courses should allow the students to create useful and meaningful contexts for their learners by means of designing games, activities, and materials (Al-Issa, 2007). For this aim, the English teacher preparation program and the nature of the instruction during this process should involve the students through offering opportunities for creation of teaching materials, activities and techniques for future applications to be developed later. For offering these opportunities, the student teachers should also be part of designing their program. As Williams and Alawiye state at the end of their study:

> To prepare teachers for tomorrow's classrooms, we must cultivate productive and efficient student teachers that have realistic expectations of what teachers can and are expected to accomplish. To achieve this goal, we may require a

> different support system for pre-service teacher candidates, a system that allows incorporation of the students in designing a curriculum that will help them to be more successful in their teaching. (p. 4)

Examined the issue in Turkey, for the program of teacher education, YOK and World Bank (1999) also determined some standards. First of all, the teaching and learning approaches in the program should be consistent with the objectives and the grade level of the students. The programs should be consistent with the practice, and the instructors in the faculty should explain the relationship between the program and the lessons when necessary. The program should provide the teacher candidates with the opportunity for observation of well-qualified instruction and classroom management in the faculty and in the practice schools. As a result of reaching these standards, the prospective teachers could acquire the expected teaching skills from the graduates.

In point of fact, YÖK has been also changing programs implemented in the education faculties beginning with the reconstructive works in 1997 regarding the new approaches, applications and educational policies shared with the other countries. These changes have been made to meet the needs of eight year compulsory education and increase the quality of teacher education. In 2006-2007 educational year, the undergraduate programs of teacher education was again changed. According to the renovations in the programs, the programs include content matter knowledge and skills in the proportion of 50-60%, knowledge and skills on teaching profession in the proportion of 25-30% and general culture lessons with the proportion of 15-20%.

These changes were reflected on the English teacher education program and the program was changed with the recent innovations. Some new courses were added such as Introduction to British English, Special Teaching methods, Short Story analysis and teaching, Knowledge of Vocabulary, and so on. The names of the some of the lessons were changed and the lesson hours were increased. As an example, English Grammar became Contextual Grammar (YÖK, 2006).

At this point, as the literature (Küçükahmet 2007; Williams & Alawiye, 2001) suggests an examination of the institution educating the prospective teachers requires the examination of the program offered in that institution and examination of whether the program meets the needs of the students for their future profession. For that reason, there also exist studies on the current program of ELT departments. For instance, Erozan (2005) studied the curriculum of the ELT department to examine its effectiveness. The results of the study showed that the students and instructors suggested making some chances to the existing courses to make them more effective and meet the needs and expectations of the students. At the end of the study, Erozan concluded that Practice component (practice and production) should be increased, and a wider variety of authentic teaching materials should be used in the courses.

Moreover, Çakir and Aksan (1992) put the emphasis on practice teaching component of English language teacher education program. They claimed that teaching practice was not enough for prospective teacher to go and teach in classrooms to their students. They just had this practice in the last year and they encountered many problems. For prevent this situation to occur, they suggested a new model called "microteaching" in those years. It was based on five steps, modeling, preparation, practice, feedback, teaching again.

Atay (2007) also proposes that the practicum or practice teachings are really very crucial elements of the four-year teacher education in education faculties; for that reason they should be handled carefully and given necessary importance to create such opportunities. Practicum provide students with real-life situations and during this time they should carry out classroom tasks, have teaching experiences before the classroom, cooperate with mentor teachers and hear their advices, encounter with the school and classroom reality and its every aspect, so that they can get to know themselves to prepare them for their profession (Atay, 2007). The English language teacher education programs should certainly include opportunities through courses to face students with real-classroom situations.

Çetin (2005) conducted a study to survey the perspectives of prospective teachers, supervisors and mentors on practice teaching course. According to the findings from the study, the responsibilities and procedures of practice teaching are not consistent with the actual ones completely; participants do not carry out all their responsibilities as stated. Other results related to the problems of practice teaching were inadequate physical conditions of coordinating schools for teacher education, and insufficient number of supervisors in the faculties and lacking of co-ordination among the units in practice teaching.

There are many other studies conducted on the prospective teachers, teacher education programs, and teacher education colleges (Arıkan, 2005; Çetintaş & Genç, 2005; Köprülü, 2004; Sabuncuoğlu, 2006; Tam, 2006; Yıldırım, 2005). These studies put the problems and satisfactory aspects of ELT departments, and teacher education in general in education faculties and generally focused on one aspect of the teacher education institutions. This study is to examine the English language teacher education in education faculties in state universities in Ankara, and the students' views are investigated on there dimensions as mentioned, program, human resources and physical learning environment.

2.4 Summary

This chapter reviewed the relevant literature and studies on English language teacher education and the factors affecting the English language teacher education. In the light of the reviewed literature, it can be said that teacher education is really crucial and getting more and more crucial to meet the educational needs of people living in the rapidly changing globe. Also, with the increasing world-wide communication, language teacher education has gained so much popularity that people need to learn a foreign language, which is used as an international language by most of the countries. This world-wide language is English in twenty first century, and national education of many countries integrates the English language learning into their curricula. In this case, English language teacher education has become one of the

debated issues; and to have qualified education and well-educated students, there is a big demand for qualified teachers, thus the teacher education should have some standards to provide essentialities. These essentialities are mostly gained at four-year faculty education; however, as the present study also concentrates on, there are some important factors affecting English teacher education in Education Faculties. These factors were reviewed one by one with the help of extensive literature review.

The first issue to be reviewed was the physical environment and resources of the educational context. The literature has many studies and resources focusing on the importance of physical learning environment to provide quality education to the learners. In the case of English language teaching and learning, it can be concluded that educational setting should have some facilities, technological devices, and materials besides the healthy and motivating school buildings. Specifically, for English language teacher education, for instance, prospective English teachers need computer laboratories with internet connection, departmental libraries including recent publications, or language laboratories with the last technological equipments and media to improve essential language skills, to be exposed to continuous input in the target language, to develop up-to-date teaching skills, to follow the development in other countries on English language teaching and so on. As the teachers reflect on what they have experienced in their faculty education into their own teaching, they should be supplied with the essential components of physical environment. Moreover, as the studies also show, the social environment, the psychological and physical atmosphere, conditions for outdoor activities, aesthetic features, even the appearance of the building greatly affect the quality of educational tasks and views of the both students and the instructors as components of physical environment. For that reason, they should be well-designed by education providers and authorities with these points in mind.

Apart from physical environment and resources, the literature also points out that human resources are as important as the physical environment and resources. The faculty member should provide enough support and guidance to make the student

teachers personalize the teaching profession. Also, the more qualified the instructors are, the more qualified the prospective teachers become and the more qualified education they provide to their students. Studies also show that when the student teachers have the opportunity to experience and practice the methodology with their faculty instructors, their experiences becomes more meaningful and integrated to be used in their future professions. The prospective teachers need qualified mentors to model before going to the real school environment. Moreover, as there have been many recent and popular approaches in the field of English language teaching, the instructors should provide the prospective teachers with the suitable environment to share these recent theories, approaches and applications. Suggested by the literature, the main characteristics the teacher educators should have are being guides for prospective teachers, being reflectors of educational changes, issues and developments besides their own professional improvements, using available technology, approaches, techniques and methods, motivating students for their future profession and so on.

The literature review lastly included program of the institutions as a factor influencing English teacher education. One of the most important points discussed in relation to this part was that the curricula of the teacher education should not be irrelevant and indifferent to the current issues in educational areas and it should face the prospective teachers with the real-life situations. The programs should include enough technological components as well to provide the student teachers with experiences to be used while teaching English. Moreover, there is an important issue that the education programs of student teachers should give them the chance to teach English in variety of educational settings to variety of students. The courses in the program should be well-designed to offer the prospective teacher opportunities and challenges to be utilized in their profession.

To sum up, there might be many dimensions affecting the quality of English language teacher education. Among these factors, physical environment and resources, human resources and the program are thought to have great influence on

prospective English teachers' education and their views on their departments. For that reason, this study aims to explore the students' views on the physical learning environment and resources, human resources and program; and to detect the satisfactory aspects and the problems with the purpose of providing data and recommendations to find some solutions.

CHAPTER III

METHOD

This chapter presents the method used while conducting the present research study. It includes overall design of the study, subjects of the study, data collection instrument, validity and reliability of the instrument, data collection procedure, data analysis procedure, and limitations of the study.

3.1 Overall Design of the Study

The overall design of this research study is survey. Surveys are conducted for the purpose of collecting data from individuals through the art of asking questions. (Rossi, Wright, & Anderson, 1983). Survey studies needs preplanning; and the individuals from whom the data will be collected should be selected carefully. In this way, more information can be collected about a target population from a representative sample (Krathwohl, 1998).

There exist mainly three reasons for this study to have survey research design. First of all, preplanning was done and the information was collected from a group of students in order to get their views related to the departments they study in. Secondly, survey questionnaire was conducted to the participants of the study to collect data. Lastly, the description of the population was inferred from what was found out about the sample (Fraenkel & Wallen, 2003).

The main aim of the study is to identify the prospective English teachers' views on English language teacher education related to physical environment, human resources (instructors), and program of the institutions. In this survey design, the variables are the physical learning environment, the instructors and the curriculum of

the institution. Reviewing the relevant literature on teacher education, English language teaching, and English language teacher education, the dimensions mentioned above were also searched and examined through databases, books, and studies to gather the ideas of others interested in the similar subject and to see the results of other studies. The information from the literature review was considered and weighed in the light of researcher's own concerns and situation (Fraenkel & Wallen, 2003). With the help of the existing literature and the previous studies, the data collection instrument of the study, which is a survey questionnaire, was developed by the researcher to determine the views of prospective English teachers on the mentioned dimensions. The questionnaire was prepared, examined with the supervisor, administered to five fourth year students, given to eight experts, and examined by the Human Subjects Ethics Committee in METU.

The participants of the study were 278 fourth year prospective English teachers (senior students) having education in ELT departments in state universities in Ankara. These universities were Hacettepe University, Gazi University and Middle East Technical University. The questionnaire was administered by the researcher to all 4^{th} year ELT students in all sections in these universities, who were present during the administration of the questionnaire. The data gathered by the instrument were analyzed by means of statistical program, SPSS for Windows-Version 11.5 software. The researcher created a general outline on how to analyze the obtained data before applying statistical procedures. Descriptive statistics were used to analyze the quantitative data through means, standard deviations, percentages, and graphs. Figure 3.1 summarizes the research design of the study.

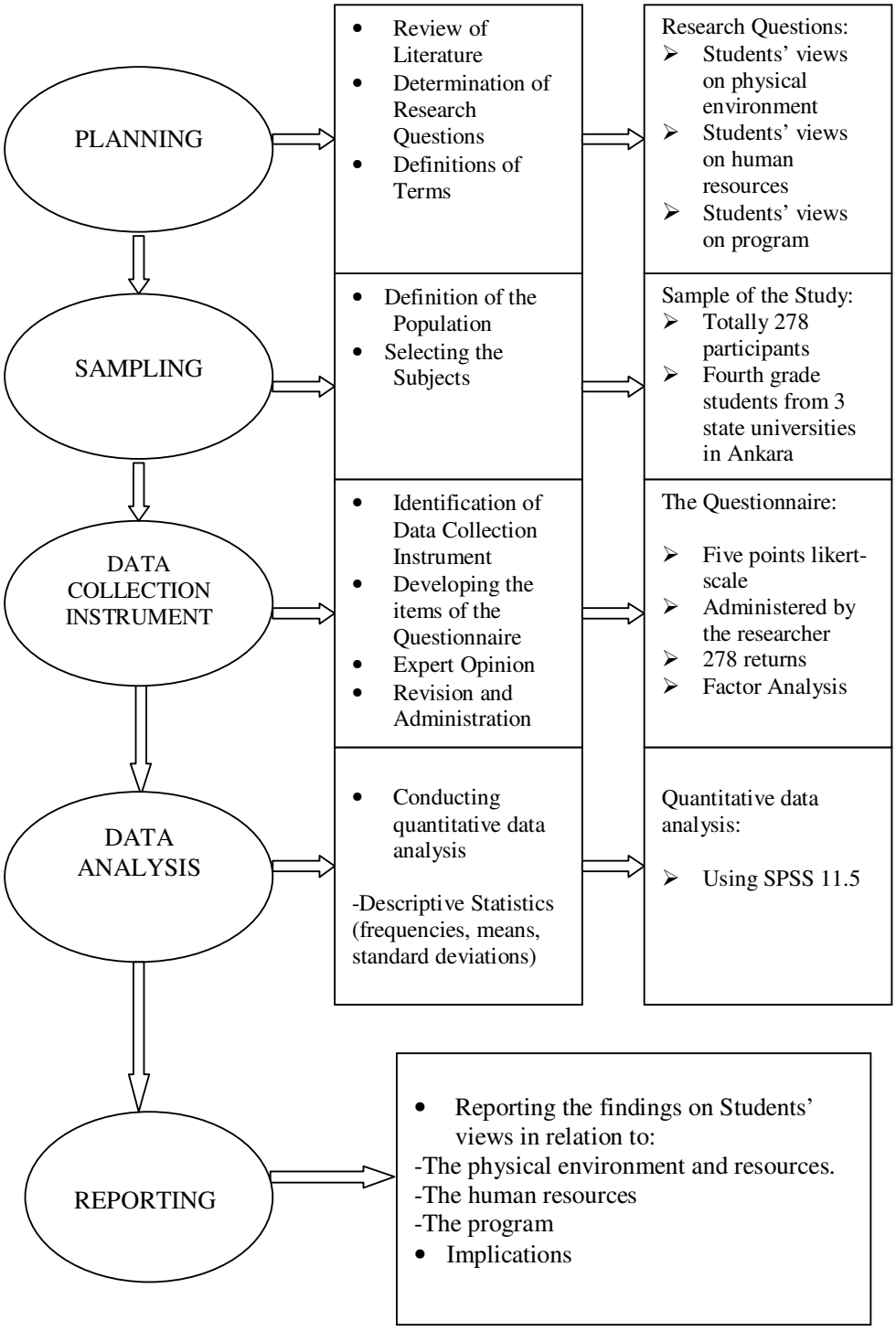

Figure 3.1 Research design of the study

3.2 Subjects of the Study

Population of the present study is all prospective English teachers in state universities in Ankara. The reason for choosing fourth year students is that they have been in their institutions for four years and they are considered to know much about its physical environment, facilities, instructors and the program. They have been exposed to the nature of their departments long enough to judge and have views on its physical environment, human resources and program.

As there are three state universities having ELT department (Hacettepe, Gazi, and METU) in Ankara, all fourth year students enrolled in ELT departments were aimed to be involved in the study. The data collection instrument was conducted to nearly all of the students (N = 278) in all sections in these universities. 45.7% (n = 127) of the participants were from Gazi University, 28.8% (n = 80) of them were from Hacettepe University, and 25.5% (n = 71) of them were from Middle East Technical University. Totally 278 fourth year students were involved in this study. Table 3.1 displays the students' distribution according to institutions and the gender.

Table 3.1

Students' Distribution According to Institutions and Gender (N=278)

Institution	Female	Male	*n*	%
Gazi	103	24	127	45.7
Hacettepe	59	21	80	28.8
METU	54	17	71	25.5

The age range of the subjects was between 19 and 25 (n = 271). 41.7% (n = 113) of the students were at the age of 21, and 40.6% (n = 109) of them were at the age of 22. In relation to their gender, the obtained data revealed that 77.7% of the participants were female (n = 216,) while 22.3% of them were male (n = 62).

When the type of their high school is concerned, it is seen that 83.3% of the participants (*n* = 230), were graduates of Anatolian Teacher High School and the remaining 16.7 % were from various types of high schools. Table 3.2 below presents the high school types of the students.

Table 3.2

Students' Distribution According to the Type of Their High School (N = 278)

Type of High School	*n*	%
Public High School	3	1.1
Anatolian High School	19	6.8
Anatolian Teachers High School	230	82.7
Foreign lang. Weighted Public High School	17	6.1
Private High School	3	1.1
Open Education High School	1	.4
Science High School	1	.4
Others	2	.7

When the data on preference ranks of the students of their departments were examined, the analysis indicated that the range of the rank order changes from 1 to 18. However, 96% (*n*= 266) of students in the whole group ranked their departments among their first five choices. Table 3.3 summarizes the results related to the rank order in university entrance exam.

Table 3.3

Students' Preference Ranks of the English Language Teaching Program in UEE (N=277)

Rank Order	*n*	%	*Cum. %*
1	103	37.1	37.2
2	117	42.1	79.4

Table 3.3 (continued).

Rank Order	*n*	%	*Cum. %*
3	30	10.8	90.3
4	4	1.4	91.7
5	12	4.3	96.0
6	3	1.1	97.1
7	1	.4	97.5
8	1	.4	97.8
9	2	.7	98.6
10	1	.4	98.9
13	2	.7	99.6
18	1	.4	100.0

Among the 278 subject involved in the study, all of them responded to the item related to academic term they are in. As expected, the majority of the students (*n*=231, 83%) are regular students in their 7th term. However, the range of the academic term differs from 5 to 12. While 9.4 % of them (*n*=26) are in their 9th term, 12 of the subjects are in their 8th term. Those students not being in their 7th term are the irregular ones, who are going before or coming after the other regular students because of some reasons such as academic reasons, transfers from other universities, and beginnings to school in earlier ages.

Regarding academic achievements measured by general grade point average (CGPA), it is seen that 273 of them answered the item. Their CGPAs range between 2.00 to 3.99 out of 4. While analyzing the data, the grades between 2.00 and 2.99 were recoded as "satisfactory;" the grades between 3.00 and 3.49 were recoded as "honour;" and the grades between 3.50 and 4.00 were recoded as "high honor." In this case, 105 (37.8%) of the students were satisfactory; 123 of the subjects (44%) were honour; and 45 of them were high honour students.

3.3 Data Collection Instrument

As mentioned before, the data collection instrument of this study is a survey questionnaire. As the sample size was relatively large as mentioned above and the number of variables relatively small, using a questionnaire was considered to be reasonable (Crowl, 1993). The questionnaire developed by the researcher aimed to explore the students' views on three dimensions; physical environment, human resources and program of their departments. During the development of the student questionnaire, the researcher followed several steps, which are explained in this part.

To develop a questionnaire serving the aim of the study and representing the content, firstly, review of literature was done. The studies, books, theses, articles, databases etc. related to the content of the study were searched for with the help of libraries such as METU library, internet sites such as YÖK, and databases such as ERIC, JSTOR, and EBSCOHOST. During this research, some scales and instruments were found and they were related to the dimensions of this study. However, they were separate, which means that an instrument specifically designed for getting students' views on physical learning environment, human resources and program at the same time could not be found in any of these sources. For example, there existed questionnaires on physical environment and building of the schools; however, they did not include program and instructors. For that reason, in the light of existing literature and scales; and with the help of supervisor and the expert opinions, the researcher prepared the data collection instrument.

After reviewing the literature, three dimensions were decided to determine sub dimensions. The related items and statements were written under the related dimensions to prepare an item pool from the literature review and existing scales. As the study was on teacher education, the researcher got much help from the book called "Standards and Accreditations in Teacher Education," from previously prepared questionnaires on general teacher education and dimensions of the study separately (physical environment, equipments, instructors, curriculum, etc.), and

lastly from articles, theses and books on the same or similar issue while forming the item pool. Table 3.4 gives an idea of the prepared first draft of the item pool.

Table 3.4

The First Draft of the Item Pool

Physical Environment, Equipments	**Human Resources**	**Program**
safety, light architecture classroom size location the environment of the building open space resting areas library and computers cleanliness	the attitude of the instructors competency of the instructors Are they motivating? relationship with the practice schools aware of the educational developments and problems the administration of the faculty the secretary is helpful?	the program is appropriate prepared for being a well-prepared teaches? practice courses of the program the effectiveness of literature courses general culture courses consistency of the objectives with the program

After examining the items and the statements under the headings with the help of the supervisor, some items were removed and some were added while the others were changed. Then, each dimension was divided into sub dimension; and the item pool was improved and broadened by writing more items under each sub-heading. Looking at the existing statements and phrases, the first dimension of the study was categorized under three headings, as physical environment and equipments, physical space, and instructional materials. Other dimensions were also divided into subsections to make the construction of the questionnaire easier. The second draft of the item pool is summarized in Table 3.5.

Table 3.5

Second Draft of the Item Pool

Physical Environment & Equipments			**Human Resources**		**Program**	
Building of Dept.	Physical Space	Materials & Equip.	Instructors	Other Fac. Staff	Program	Courses
architect-ture environ-ment location safety heating etc.	large-ness big classes space for resting cafete-ria etc.	compu-ters OHPs library course books project-tors etc.	number of instructors academic knowledge relations etc.	helpful caring teacher edu. support relations hip secre-tary etc.	consistent with objectives adequ-ate necessary skills etc.	effective useful-ness method. courses literature courses education courses etc.

After the preparation of the last item pool under the guidance of the supervisor, the items of the questionnaire were written, and some of them were adapted from the existing instruments (McGhee, Lowell, Lemire & Jacobson, 2006; NAB, 2006; Tableman & Herron, 2004) through translating into Turkish. The first draft of the questionnaire was prepared and revised with the supervisor. The number of items was reduced and some of them were changed or revised. Then, in April 2007, it was administered to five fourth year prospective English teachers in METU at least to get an idea on the clarity of the items and the wording of the items.

In May 2007, the data collection instrument to be used in the study was given to eight experts in order to get feedback and check for face and content related validity evidence. Three of these experts were from the department of Foreign Language Education at METU, and four of them were from the department of Educational Sciences. Lastly, one of them was a Turkish teacher working at a private school.

They were given the survey questionnaire and asked to evaluate the physical appearance, appropriateness of the items, their relevance to the content and purpose of the study and the appropriateness of its grammar, spelling and punctuation.

In the end, the questionnaire (see Appendix C and D) included two parts. The first part was the demographic information part, which included items asking for age, gender, university, high school, the rank of their departments in university entrance exam, the academic term, and their point average. Because of confidentiality issue, this part did not include any item revealing students' identity. The second part of the questionnaire was consisting of Likert-scales ranging from "strongly agree" to "strongly disagree." Also, "not applicable" was added so as to not to force participants to respond to what did not exist or what was not known. This part consisted of three main dimensions. The first section was on physicality of the departments; the second part was on the human resources of the department; and the last dimension was on the program. The program part was also divided into two sections, the program and the courses. The subsection on courses had a different scale ("very adequate," "adequate," "inadequate," "very inadequate," and "not applicable") than the rest of the items. At the end of the questionnaire, there was an open-ended item for their additional comments on their departments.

This final version of the questionnaire was submitted to Human Subjects Ethics Committee in METU to be examined for ethical concerns. According the results obtained from the committee, the questionnaire was approved, as it did not involve any ethical violation and could be conducted in the target universities. After approval of the ethical committee, the questionnaire was sent to the universities by METU to get clearance for the administration of the questionnaire and it was approved by them.

Finally, the questionnaire consisted of fifty-six items. The dimensionality of these items was analyzed through factor analysis later on after the administering the questionnaire. Explained by Green and Salkind (2004), factor analysis is used to

determine the dimensions underlying existing measurement, as three dimensions were determined beforehand with the sub-dimensions of these factors. Factor analysis mainly conducted to see whether researchers' hypothesis was correct. The part on "courses" was excluded while conducting factor analysis and reliability analysis, as the scale of this part was different.

The items of scale were subjected to the maximum likelihood factor analysis using SPSS. Prior to performing, the suitability of factor analysis was assessed. Inspection of the correlational matrix revealed that the presence of many coefficients of .3 and above. The Kaiser-Meyer-Oklin (Kaiser, 1974, as cited in Pallant, 2002) value was .87, exceeding the recommended value of .6 and the Barlett's Test of Sphericity (Bartlett, 1954, as cited in Pallant, 2002) reached statistical significance, supporting the factorability of the correlation matrix.

After testifying the suitability of factor analysis for the questionnaire, three criteria were taken into consideration to determine the number of factors to rotate: a priori hypothesis that the measure was three-dimensional, the scree test, and the eigen-value-greater-than-one criteria. The interpretability of the factor structure was used to make final decision.

Maximum likelihood analysis revealed the presence of three components with eigenvalues greater than 1, explaining 23%, 7.4 %, and 5 % of the variance respectively. An inspection of the screeplot revelaed a break after the fourth component. Using the eigenvalues (Table 3.6), scree test and initial hypothesis, it was decided to retain three components as done before. To aid in the interpretation of these three components, Varimax rotation was performed and factor loads are summarized (see Table 3.7). Table 3.6 shows the eigenvalues for dimensions.

Table 3.6

Eigen values for the Dimensions in the Questionnaire

Factor	Initial Eigen values			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.430	23.704	23.704	5.756	13.081	13.081
2	3.262	7.415	31.118	4.891	11.115	24.196
3	2.186	4.968	36.086	3.238	7.358	31.554

The rotated solution revealed the presence of simple structure with three components showing a number of loadings. The three- factor-solution explained a total of 31.55% of the variance, with component 1 contributing 13 %, Component 2 contributing 11 %, and Component 3 contributing 7.3 %. The result of the factor analysis with three-factor solution was consistent with the previous hypothesis on the scale, divided into three sections and related sub-sections.

As seen in the Table 3.7, although some items were loaded on different factors, the factor analysis justified the previously defined dimensions of the scale.

Table 3.7

The Results of Factor Analysis with Varimax Rotation for English Language Teacher Education Scale

The Items	Factor 1	Factor 2	Factor 3
The architecture of the building is not appropriate	.592		
The building is motivating for educational activities	.572		
I'm not satisfied with the location of the building	.521		.306
The building meets the students' needs	.644		

Table 3.7 (continued).

The Items	Factor 1	Factor 2	Factor 3
The size of the building is appropriate for student number	.596		
The building is flexible for innovations	.557		
The building has basic supplies for basic needs	.359		
There's not a heating problem in the building	.465		
I feel motivated to fulfill my responsibilities in the building	.563		
The physical space is large enough for students.	.611		
There's enough space for instructional activities.	.551		
The classrooms are big enough	.462		
There is not enough area for social activities	.361		
There's no problem of cleanup	.403		
There's enough area to rest after the lessons	.326		
We have well-prepared course books/materials		.400	
We have adequate technological equipments to support instruction	.518		
There is an actively-used computer lab	.371		
There are enough number of projectors and OHPs	.378		
The technological equipments are used appropriately	.452		
There is a photocopy center open to students' usage			
The instructors are academically competent and qualified		.562	
The instructors are not open to communicate with students		.518	
The instructors are qualified in their own fields.		.536	
The instructors don't have enough teaching experience in related courses		.497	
The instructors use instructional technology effectively.		.572	

Table 3.7 (continued).

The Items	Factor 1	Factor 2	Factor 3
The inst. reflect their professional developments into their applications in lessons		.593	
The instructors make us aware of the developments and improvements in our field		.524	
The instructors share educational problems of our country with us		.406	
The instructor have a positive relation with the practice schools		.389	
The instructors associate their courses with the teaching profession		.328	
The inst. use variety of instructional methods and techniques when necessary.		.496	
The inst. don't provide us with enough support throughout teaching observation and practice		.387	
The inst. encourage us for teaching profession		.352	
There are enough number of staff to meet students' needs (secretary, cleanup, photocopy...)	.346		
The faculty administration provides enough support and resources for teacher education	.403		
The faculty administration has a good relationship with students.		.469	
The faculty administration provides enough support for instructional activities.		.420	
The faculty administration is sensitive enough for students' expectations.		.415	
The courses in the program have the quality to furnish us with professional skills			.595
The objectives of the program are not consistent with the content of the courses			.505
The program involves enough courses to prepare us for teaching profession.			.666
The program includes enough number of observation and applications in the field			.684
The practice teaching courses in the program are not efficient enough.			.639

3.3.1 Validity and Reliability of Instrument

As described by Fraenkel and Wallen (2003) validity is the most important issue to think while designing or choosing a data collection instrument, and it refers to "the appropriateness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect."

For validity of the prepared instrument, three types of validity were considered; face validity, content validity, and the construct validity. While the face validity is the evaluator's appraisal of what the content of the test measures, content validity is the degree to which the items are the representative of the content of the test (Borg & Gall, 1983). Content and face validity of the instruments were ensured through a broad review of the literature and expert opinion for the adequacy and appropriateness of items and relevance of the concepts in the questionnaire to the content and purpose of the study. After the questionnaire was examined by specialized experts as mentioned above, some of the items and instructions were reworded regarding their recommendations. For example, the items having two different variables at the same time such as "the building is safe and motivating" were changed and rewritten as two different items, one item for safety and another item for motivational aspect.

On the other hand, the extent to which the results of a study can be generalized determines the *external validity* (Fraenkel & Wallen, 2003). When regarding this study, the sample selected from the population should be representative in the best way to make generalization from sample to population. In this study, almost all 4th year prospective English teachers in state universities in Ankara were used. As the aim of the study was to explore the students' views in state universities, the external validity was ensured.

In order to ensure the internal validity of the study, the possible threats to internal validity were first determined so that these threats could be minimized by means of number of techniques and procedures.

In this study, there were three expected threats for internal validity. The first one of them was the subject characteristics. Fraenkel and Wallen (2003) states the selection of students for the study may result in the individuals or groups differing from one another in unintended ways that are related to the variables to be studied. However, this threat was controlled by selecting the participants from the same grade, as all fourth grade students. Moreover, students could have different socioeconomic status and ability levels, which partially could affect their perspectives of the stated variables. For that reason, all participants were selected from the state universities to provide the balance.

Secondly, although most of the students were given the questionnaire, the ones who were not present during the administration of the questionnaire could not get involved in the study. To prevent this threat, all of the sections were visited to administer the questionnaire, also in Gazi University; some of the questionnaires were given to an instructor to be administered to the students who were not present on the day of data collection.

Location was another threat to the internal validity, as the questionnaire was administered to the participants in different places and times and these environments might have created alternative explanations for the results, especially for the part related to physicality. To control this threat, most of the participants were administered the questionnaire in the afternoon in their own classes.

To check the reliability of the questionnaire and internal consistency, the Cronbach Alpha Reliability Coefficient was calculated for the instrument. It was found to be high with a Cronbach alpha coefficient of .92, which shows the scale has high internal consistency. However, it should be noted that the last part of the

questionnaire on “courses” was not included in the factor analysis and the reliability scores, for it had different scale.

The items in each dimension of the questionnaire were also examined to see their internal consistency. The first dimension, titled physical learning environment and equipments, had 26 items and the Cronbach alpha value of the items was .84. The second dimension, titled human resources, had 20 items and the Cronbach alpha value was reported as .86. Lastly, the third dimension, titled program and courses, had 10 items and the Cronbach alpha value was calculated as .80. The results justified the hypothesis on the reliability of the scale.

Lastly, as mentioned before, factor analysis was conducted to provide the construct validity evidence for the questionnaire. The result of the factor analysis with three-factor solution was consistent with the previous hypothesis on the scale, which was divided into three dimensions.

3.4 Data Collection Procedure

After the selection of participants for the study and the preparation of the final draft of the questionnaire and getting approval of ethical committee in METU and permission from the universities, the researcher went to the mentioned universities to get the program of the departments for the first term of 2007-2008 academic year. Determining the courses and sections in which the instrument would be conducted, the researcher got into touch with the instructors from each university and appointed a specific time for the administration of the questionnaire. In the pre-determined time and place, the informed consent form was given to the participants (see in the Appendix E) and the questionnaire was administered to the 4^{th} year prospective English teacher in Gazi University, Hacettepe University and METU in three-week time.

While administering the questionnaire, the researcher made all necessary explanations and responded any question related to the items. The completed

questionnaire forms were immediately taken after completion to prevent any data loss; as the students completed the questionnaire in at most twenty minutes. To note, in Gazi University, one of the instructors helped the researcher to administer the questionnaire to some of the students, who were not present during the data collection date. The questionnaire forms he administered were taken later on.

3.5 Data Analysis Procedure

The statistical analyses were carried out by making use of SPSS for Windows-Version 11.5 software. The numeric data obtained from questionnaires were recorded on this program. As required by the research questions, descriptive statistics including means, standard deviations, frequencies, and percentages were used. The qualitative data obtained through open-ended questions in the questionnaire were also analyzed by using content analysis and added in the results part.

To conduct the content analysis, firstly, three-column table was formed and the titles of three dimensions were written as physical environment, human resources, and program. Then, the phrases representing the main idea of the students' statements were written under the related columns. Among the phrases and key words, the phrases which are repeated by more than five students and common in three universities were selected as to report in the results section.

3.6 Limitations of the Study

The sample of the study consisted of only prospective English teachers in Ankara, and this is thought to limit the scope and generalizability of the study, as the study is generalizable just to the senior ELT students in Ankara. Besides, among the dimensions of the study, instruction is not involved besides the program, thus the results do not reflect the classroom environment and applications in the classroom but just the program in general and the courses of the program. It would be better to include instructional aspects of the institutions to get in-depth idea on the applications of the program.

CHAPTER IV

RESULTS

This chapter presents the results of the study. After the brief description of the presentation of the results and characteristics of the participants, it focuses on the results related to the senior students' (fourth year prospective teachers) views of the English language teacher education; the physical environment and resources, human resources and the program. The data on the demographic characteristics of these students were analyzed using frequencies and percentages. The study involved totally 278 subjects whose age range was between 19 to 25; and 78% of them were female (n = 216) while 22% (n = 62) of them were male. Among the participants, 127 of them were from Gazi University, 80 of them were from Hacettepe University, and 71 of them were from Middle East Technical University. Moreover, 83.3% of the participants (n = 230), were graduates of Anatolian Teacher High School and the remaining 16.7 % were from various types of high schools. The analysis indicated that the range of the rank order in university exam changes from 1 to 18. However, 96% (n = 266) of students in the whole group ranked their departments among their first five choices. 83% of the students (n = 231) were regular students in their 7^{th} term. Their CGPAs (Cumulative grade point average) ranged between 2.00 to 3.99 out of 4. In the whole group, 105 of the subjects were satisfactory (2.00-2.99), 123 of the subjects were honour (3.00-3.49); and 45 of them were high honour (3.50-4.00) students.

The data obtained via the data gathering instrument have been analyzed using descriptive statistics and are presented in line with the research question. As stated in the research question, the results were presented to examine the participants' views on their departments' on the three dimensions, physical environment and resources, human resources and program. In each dimension, both satisfactory aspects and the

main problems related to ELT departments from the students' perspectives were presented. Quantitative data were supported by qualitative descriptions that the subjects provided to open-ended question at the end of the dimensions. After the presentation of the results of research questions and sub-questions, a brief summary was provided. The steps and the structure followed in presenting the results are summarized in Figure 4.1.

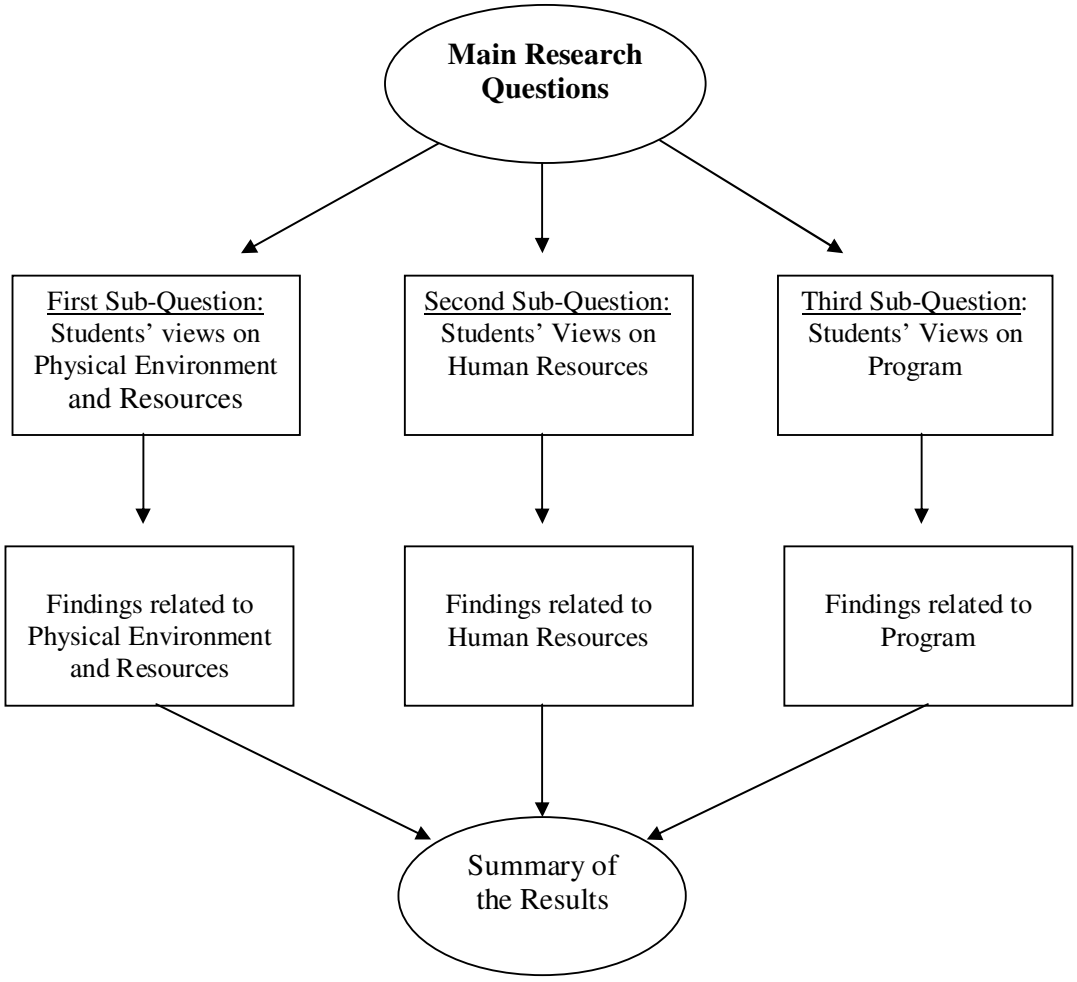

Figure 4.1 A frame for the presentation of the results

4.1 Results on Physical Environment and Resources, Human Resources and Program

The research question in this study explored students' views on various aspects of physical environment and resources, human resources, and program. A questionnaire with 56 items, composed of three dimensions, was used. At the end of the dimensions, an open-ended question was asked to allow the respondents to write their additional views, comments, and critiques that would support their views further. Participants were asked to respond on a four point scale ranging from 1=strongly disagree to 4=strongly agree. A fifth choice "not applicable" was provided for situations that may not exist or fit with department. After determining mean, standard deviation, and percentage of each item, a weighted mean score was estimated. Thus, mean score raging from 1 to 1.74 refers to "strongly disagree," from 1.75 to 2.49 refers to "disagree," 2.50 to 3.24 refers to "agree," and 3.25 to 4.00 refers to "strongly agree." Then, the findings are reported in terms of item mean scores, standard deviations and percent of agreement combining "strongly agree" and "agree" and disagreement combining "disagree" and "strongly disagree."

In line with the research question, there are three related sub-questions; one for physical environment and resources, one for human resources, and one for program. Results for each sub-question are presented respectively. Examining the students' views, the results on both satisfactory aspects and the problems of the department were reported under the main dimensions of the study. While reporting the results, the situations students agreed on (items with high means) were regarded as the satisfactory aspects for the departments while the situations students disagreed, with the low means, were regarded as the problems of the departments. As the studies have displayed, if students find their educational environment satisfactory, this has a noteworthy effect on students' motivation and achievement while the dissatisfaction might also lead to problems for students in the institutions (Elliott and Shin, 2002; Juillerat and Schreiner, 1999; Sohail and Saeed, 2003).

4.1.1 Results on Physical Environment and Resources

In relation to the physical environment and resources, the aim was to explore ELT students' views on the satisfactory aspects and the problems of their departments. Under this dimension, there were 26 items and the responses given to the open-ended question at the end of the questionnaire.

Descriptive analysis of data obtained from students' responses to 26 items revealed that students agree on their institutions' having enough basic supplies for basic needs such as water and electricity (M = 3.00, SD = .75, Agree = 83.5%); safety of the building to have education (M = 2.87, SD = .80, Agree = 74.4%); having a photocopy room/center they can use freely in their departments (M = 2.67, SD = 1.05, Agree = 67.5%); heating of their departments (M = 2.64, SD = 1.05, Agree = 60.4%); and lastly having well-prepared course books and course packs (M = 2.52, SD = .83, Agree = 53.9%). The descriptive statistics related to physical environment and resources are summarized in Table 4.1.

Table 4.1

Descriptive Statistics for the Physical Environment and Resources of the Departments

Items	*M*	*SD*	Agree %	*n1**	Disagree %	*n2***
The building has basic supplies for basic needs	3.01	.75	83.5%	232	16.6%	46
I feel safe in the building	2.87	.80	74.4%	207	23%	64
There is a photocopy center open to students' usage	2.67	1.05	67.5%	185	33.5%	93
There's not a heating problem in the building	2.64	1.05	60.4%	168	38.2%	106

Table 4.1 (continued).

Items	*M*	*SD*	Agree %	*n1**	Disagree %	*n2***
We have well-prepared course books/materials	2.52	.83	53.9%	150	44.6%	124
The building is flexible for innovations	2.00	.82	23.3%	65	76.6%	213
There is enough area for social activities	1.94	.81	19.4%	54	75.5%	210
There's enough area to rest after the lessons	1.85	.94	23.4%	65	75.6%	210
There's a cafeteria adequate enough to meet our needs	1.80	.91	25.6%	71	73.7%	205
There is an actively-used computer lab	1.72	.89	19.8%	55	79.2%	220
We have got a library in our department	1.67	.82	12.2%	34	85.2%	237
There is a language lab. used by students	1.51	.84	11.9%	33	87%	242

*: number of students who responded as “Agree” and “Strongly Agree”
**: number of students who responded as “Strongly Disagree” and “Disagree”

As seen in the table 4.1 above, students disagree on the presence of a language laboratory used by the students (*M* = 1.51, *SD* = .84, Disagree = 87%), of a library in the department (*M* = 1.67, *SD* = .81, Disagree=85.2%), of a computer laboratory for active use by the students (*M* = 1.72, *SD* = .89, Disagree = 79.2%), of a cafeteria adequate enough to meet students’ needs (*M* = 1.80, *SD* = .91, Disagree = 73.7%), of enough area to rest after the lessons and in the break times (*M* = 1.85, *SD* = .94, Disagree = 75.6%), and of enough area for social activities and facilities (*M* = 1.94, *SD* = .81, Disagree = 75.5%), and lastly they disagree on the buildings’ being flexible for innovations (M = 2.00, SD = .82, Disagree = 76.6%). As mentioned, the

items students disagree on are seen as problems of three departments in the present study.

As mentioned, following the Likert-scale items, the participants were asked to express their further views, which they believed were not included in the scale. The students' responses to the open-ended question in relation to the physical environment and resources of the department revealed that the students did not express positive aspects of their departments in relation to this dimension in the open-ended part. However, they stated the problems, which supported what was found through quantitative data. The expressed problems were related to "inadequate number of the classes," the size of the classes, the surrounding of the building and the lack of enough social areas and even the "lack of enough number of toilets in the building." Some of the other problems were the inappropriate classes for some courses such as methodology and drama; the lack of enough number of computers for student usage, the lack of video room, the absence of library in the department/faculty and language laboratories for improving English language skills. It should also be noted that six of the students in Gazi University stated that the physical conditions of their department were renovated in the last summer, the summer of 2007, for that reason, the physical environment and resources were better at present compared to the previous years. It can be an explanatory reason for the higher results obtained from this institution compared to the other two institutions. Moreover, some of the students in one of the universities, expressed that "the courses can be monotonous because of the lack of OHPs and projectors." Others stated: "The instructors and program are good quality, but physical environment of the department could have been better." The students also expressed that their classes in their department have been renovated this year; however, they are taking their courses in the classes of another faculty. A few students stated that the physical conditions are "not appropriate for educational activities" and this affects their motivation and satisfaction; and the classrooms are too crowded.

In literature, there are studies justifying the results of the present study in relation to the physical environment and resources of the institutions. The studies investigating the effects of physical learning environment and physical resources also show that safety, temperature, and air quality, which can be regarded as the basic needs for human beings, together with the building, materials, classrooms and other physical aspects seem to have certain effect on the learning environment; and the lack or the inefficiencies of these cause problems in educational activities (Berry, 2002; İnal, 2006; Lackney & Jacobs, 2002; Lackney, 1997; Uludag & Odacı, 2002). Parallel to the results of this study, in a study by Önkol et al. (2005), they have found that the graduate students in an education faculty were happy with some of the physical conditions of their department such as cleanliness and heating; and this positively affected increased students' satisfaction. Lastly, Wiers-Jenssen, Stensaker and Grogaard (2002) also found that the quality of services, social climate, and the physical infrastructure affected the students' views on their departments positively or negatively.

4.1.2 Results on Human Resources

In the second dimension, the aim was to explore students' views on human resources of their departments to identify the satisfactory aspects and the problems related to the three departments. Under the human resources dimension, there were totally 20 items including the instructors and the administrative staff.

The descriptive analysis of the data showed that students of the three English Language Teaching departments agree on the facts that their instructors are qualified in their fields (M = 3.06, SD = .62, Agree = 82.8%); have enough teaching experience in their courses (M = 2.88, SD = .73, Agree = 70.5%); have a positive relationship with practice schools (M = 2.87, SD = .70, Agree = 69.8%); are academically competent (M = 2.85, SD = .73, Agree = 72.3%); share educational problems with students (M = 2.78, SD = .80, Agree = 64.4%); use variety of instructional methods and techniques (M = 2.71, SD = .75, Agree = 61.1%); and

reflect/transfer their professional development in the courses (*M* = 2.71, *SD* = .71, Agree = 65.5%). The descriptive statistics related to human resources are summarized in Table 4.2.

Table 4.2

Descriptive Statistics for the Human Resources of the Departments

Items	*M*	*SD*	Agree %	*n1**	Disagree %	*n2***
The instructors are qualified in their own fields.	3.06	.62	82.8%	230	13.3%	37
The instructors have enough teaching experience in related courses	2.88	.73	70.5%	196	24.8%	69
The instructors have a positive relation with the practice schools	2.87	.70	69.8%	194	21.6%	40
The instructors are academically competent and qualified	2.85	.73	72.3%	201	24.8%	69
The instructors share educational problems of our country with us	2.78	.80	64.4%	179	34.2%	95
The instructors use variety of instructional methods and techniques when necessary.	2.71	.75	61.1%	170	35.3%	98
The instructors reflect their professional developments into their applications in lessons	2.71	.71	65.5%	182	31.7%	88
The faculty administration provides enough support for instructional activities.	2.28	.76	36%	100	57.5%	160
The faculty administration has a good relationship with students.	2.26	.94	33.1%	92	59.3%	165
The faculty administration is sensitive enough for students' expectations.	2.17	.77	31.7%	88	63.7%	177
There is enough number of staff to meet students' needs (secretary, cleanup, photocopy...)	2.16	.88	35.2%	98	63.3%	176

Table 4.2 (continued).

Items	*M*	*SD*	Agree %	*n1**	Disagree %	*n2***
The faculty administration provides enough support and resources for teacher education	2.16	.79	32.4%	90	62.3%	173
The secretary responds students' problems and questions about the program	1.96	.80	25.6%	71	66.6%	185

*: number of students who responded as "Agree" and "Strongly Agree"

**: number of students who responded as "Strongly Disagree" and "Disagree"

The aspects of human resources that students of the three English Language Teaching departments disagreed corresponded to administrative staff. These were the absence of enough number of staff to care of hygiene, photocopy, and secretarial tasks (*M* = 2.16, *SD* = .88, Disagree = 63.3%); support of faculty administration to enrich teacher education (*M* = 2.16, *SD* = .79, Disagree = 62.3%); responses of secretary to program-related questions (*M* = 1.96, *SD* = .80, Disagree = 66.6%); faculty administration's relationship with the students (*M* = 2.26, *SD* = .94, Disagree = 59.3%); enough support for instructional activities (*M* = 2.28, *SD* = .76, Disagree = 57.5%); and the faculty administration's sensitivity to students' expectations (*M* = 2.17, *SD* = .77, Disagree = 63.7%).

To support the quantitative data, students' responses to the open-ended question related to the human resources also showed that that the three of the groups had similar responses on the instructors of the departments. They agreed on the quality of the instructors, and the instructors were stated to be qualified in their fields. On the other hand, the problems were focused on the lack of "guidance" by the instructors and on the attitude of the faculty administration. The students' statements indicated that instructors generally did not provide much help and guidance to the students for department-related issues and for their near future profession. Moreover, they

pointed out that the lack of conferences and seminars on after-graduation was a problem affecting their stance towards both their instructors and their job. One of the students stated: "We are about to graduate, but the department's instructors or the administration do not provide us with necessary information and guidance on our profession, applications for master's degree, job applications and opportunities." Some students thought that the faculty administration could have been more sensitive to the problems of the students. A few of the students expressed that the instructors and administration should have been more helpful and had better and closer relationships with the students, as they also need to talk to them about their profession and share their anxieties and questions about being a teacher. On the dimension of human resources, these problems obtained as qualitative data give further explanations for the human resources, as these findings, especially about the guidance, were not obtained through the quantitative data.

In literature, Erdoğan and Uşak (2007) examined the views of the prospective teachers in education faculties on the academic staff and administration, they found out overall student satisfaction with academic staff in their programs. The results are also consistent with the results of the previously-mentioned study by Önkol et al. (2005), who have found that the graduate and undergraduate students did not indicate any problems related to the instructors. Moreover, in their study, Wiers-Jenssen, Stensaker and Grogaard (2002) found that the quality of services and support provided by administrative stuff of the institutions should be taken into consideration as well as the other considerations, as the students' views on their departments are affected positively or negatively from this dimension of their departments. Moreover, there are studies exploring the students' views on their departments; the findings of these studies showed advising, career preparation and guidance during this process affected students' overall respect and perspectives towards their departments (Corts, Lounsbury, Saudargas, & Tatum, 2000; Neumann, 1994; Quereshi, 1988, as cited in Corts et al., 2000). Satisfaction with the undergraduate program appears to be positively related to satisfaction with advising and career preparation besides other factors. In the study, it was revealed that students' overall

respect of the department was related to advising, course availability, and preparation for careers to make them achieve their goals.

4.1.3 Results on Program of the Institutions

In relation to third dimension, the aim was to explore students' views on the program of their departments; and to present the satisfactory aspects and the problems common in the three departments. The program was examined under two sub-dimensions as the program in general and the courses. The program part had 5 items to get views on the program; and the course part also had 5 items with a different scale, as the participants were asked to rate the groups of the courses regarding their adequateness. Totally, there were ten items under the dimension of program and the sub-dimensions were analyzed separately due to having different scales.

The descriptive analysis of the data showed that, in relation to the program, students of the three English Language Teaching departments agreed on the number of the courses in the program (M = 2.87, SD = .75, Agree = 74.8%), the quality of the program to make them gain the professional skills (M = 2.82, SD = .81, Agree = 70.5%), the existence of enough number of observations and applications in the field (M = 2.71, SD = .84, Agree = 62.6%), the efficiency of the practice teaching courses in the program (M = 2.71, SD = .85, Agree = 64.4%), and the consistency of the objectives of the program with the content of the courses (M = 2.70, SD =.76, Agree = 64.1%). Table 4.3 gives the descriptive statistics related to the instructional program of the departments.

Table 4.3

Descriptive Statistics Related to the Program of the Departments

Items	*M*	*SD*	Agree %	*n1**	Disagree %	*n2***
The program involves enough courses to prepare us for teaching profession.	2.87	.75	74.8%	208	24.1%	67
The courses in the program have the quality to furnish us with professional skills	2.82	.81	70.5%	196	28.8	80
The program includes enough number of observation and applications in the field	2.71	.84	62.6%	174	35.9%	100
The practice teaching courses in the program are efficient enough.	2.71	.85	64.4%	179	34.9%	97
The objectives of the program are consistent with the content of the courses	2.70	.76	64.1%	178	34.2%	95

*: number of students who responded as “Agree” and “Strongly Agree”

**: number of students who responded as “Strongly Disagree” and “Disagree”

Students also evaluated the groups of the courses in their departments as a part of the program. They were asked if the groups of the courses were adequate to furnish them with the required skills for teaching profession.

These results showed that when considering the groups of courses they had in their departments, they find, especially, methodology courses (*M*=3.18, *SD*=.77, Agree=83.8%) adequate to prepare them for their profession such as Language Acquisition, Young Learners, Approaches to ELT, and ELT Methodology. The second group of courses which the students find adequate is literature group

(*M*=3.16, *SD*=.80, Agree=85.3%) such as Survey of English Literature, Drama: Analysis and Teaching, The Novel: Analysis and Teaching and Poetry. Other groups of courses did not have as high means as the first two groups had. Teaching profession courses (*M*=2.81, *SD*=.84, Agree=70.5%), area courses (*M*=2.60, *SD*= .77, Agree=58.6%) and general culture courses (*M*=2.54, *SD*=.84, Agree=59.7%) were also considered to be adequate by the fourth year prospective English teachers. Table 4.4 shows the descriptive statistics related to the courses.

Table 4.4.

Descriptive Statistics Related to the Courses of the Program

Items	*M*	*SD*	Adequate %	*n1**	Inadequate %	*n2***
Methodology Courses (Lang. acquisition, methodology in ELT, young learners…etc)	3.18	.77	83.8%	233	16.2%	45
Literature Courses (Int. to literature, drama, novel, survey of Eng. literature...etc.)	3.16	.80	85.3%	237	14.4%	40
Teaching Profession Courses (Development and learning, Classroom managements...etc.)	2.81	.84	70.5%	196	29.1%	81
Area Courses (Speaking, Writing, Advanced Grammar...etc.)	2.60	.77	58.6%	163	44.4%	115
General Culture Courses (Turkish -oral and written-, History, elective courses...etc.)	2.54	.84	59.7%	166	39.9%	111

*: number of students who responded as “Agree” and “Strongly Agree”

**: number of students who responded as “Strongly Disagree” and “Disagree”

Though the mean scores of the items related to the program all had high mean scores (above 2.50), in the open-ended question, a few of the students expressed problems on the aspects of the program, which was divided as program in general and the courses in the program. Related to the program, they stated some problems, which

were not reflected upon their general evaluation of the courses on their adequateness as quantitative data. Five of the students from three universities expressed that there were too much literature courses and the number of the skills courses were not enough for them to gain English language skills. Moreover, according to seven of the students, the practice teaching activities were not carried out well enough to prepare them for their profession due to the problems in the cooperating schools. There were courses having the same content; and some courses could be monotonous due to the lack of instructional technology usage. Lastly, in open-ended question, the students also mentioned the overall quality of the program, which supported the results of the quantitative data; however, they also stated problems related to the cooperating schools such as the attitude of the mentor teachers, lack of tasks and duties to carry out, and the number of the skills and literature courses, which were not obtained from the quantitative data.

In relation to the program, the literature involved studies examining the ELT program or the students' views and perspectives on the instructional aspects of the departments. Alagöz (2006) and Ortaköylü (2004) examined the ELT program and found out some problems which were consistent with the results obtained from the qualitative data of this study. Erozan (2005) also studied the curriculum of the ELT department to examine its effectiveness and concluded that the students and instructors suggested making some chances to the existing courses to make them more effective and meet the needs and expectations of the students. There are other studies examining the ELT departments' curriculum and the students' views on their adequateness (Çakir & Aksan, 1992; Çetin, 2005; Erginel, 2006; Kesal, 2003). The results of these studies are consistent with the results of this study obtained from the qualitative data. The studies presented problems similar to what have been obtained from qualitatively data of this study such as practice teaching problems, courses having the same content, lack of general culture courses, etc.; and suggested to reexamine the program of the ELT departments and to improve it, which is discussed in the conclusion part.

4.2 Summary of the Results

As a result, the results on the first dimension of the study, related to physical environment and resources, showed that students agreed on the supplements for basic needs, safety and heating of their department's building, the existence of photocopy room to be used by students and well-prepared course books prepared by the instructors. However, they disagreed on the presence of a language laboratory, a departmental library, a computer laboratory, and areas to rest and socialize.

In relation to human resources, the results revealed that students agreed on instructors' being qualified and competent, having enough teaching experiences, having positive relationships with students, sharing educational problems of the country, using variety of methods and techniques in their courses and so on. On the other hand, they disagreed on the presence of enough number of staff for secretarial tasks, support of faculty administration, responses of secretary to program-related questions, faculty administration's relationship with the students and so on.

Lastly, regarding students' views on the program, the results indicated that the students agree on the general adequacy of the groups of courses, the general quality of the program, efficiency of the practice teaching courses, and the consistency of the objectives of the program with the content of the program; but they stated some problems related to the cooperating schools, and the number of courses having the same content.

Table 4.5 displays the summary of the results on the students' views in relation to the three dimensions of the study, physical environment and physical resources, human resources, and the program.

Table 4.5

Summary of the Results

Dimensions of the Study	**The Results (Students' Views on the Dimensions)**	
	Satisfactory Aspects	**Problems**
Physical Environment and Physical Resources	• Supplements for basic needs such as water and electricity • safety of the building to have education • a photocopy room/center they can use freely • heating of their departments • having well-prepared course books and course packs	-the lack of • a language laboratory used by the students • of a library for students in the department • a computer laboratory for active use by the students • a cafeteria adequate enough to meet students' needs • area to rest after the lessons and in the break times • enough area for social activities and facilities
Human Resources	-Instructors' • being qualified in their fields • have enough teaching experience in their courses • have a positive relationship with practice schools • are academically competent	• the absence of enough number of staff to care of hygiene, photocopy, and secretarial tasks • support of faculty administration to enrich teacher education • responses of secretary to program-related questions

Table 4.5 (continued).

Dimensions of the Study	Satisfactory Aspects	Problems
Human Resources (cont.)	• share educational problems with students • use variety of instructional methods and techniques reflecting their professional development in the courses	• faculty administration's relationship with the students • enough support for instructional activities • the faculty administration's sensitivity to students' expectations guidance activities, career planning
Program	• the number of the courses in the program • the quality of the program to make them gain the professional skills • the existence of enough number of observations and applications in the field • the efficiency of the practice teaching courses in the program • the consistency of the objectives of the program with the content of the courses • the adequateness of the courses in the program (methodology courses, literature courses, teaching profession courses, are courses and general culture courses)	Obtained from the qualitative data: • too much literature courses but few number of skills courses • courses having the same content • the cooperating schools in teaching practices

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions of the study that were given in the previous chapter and their implications for practice and for further study.

5.1 Conclusions

The present study aimed to examine the participants' views on their departments' regarding the three dimensions, physical environment and resources, human resources and program. Specifically, under each dimension, both satisfactory aspects and the main problems related to ELT departments from the students' perspectives were presented.

This chapter presents the conclusions on those results including the discussions, recommendations, and the implications in line with the relevant literature. The results are also analyzed to explore the parallel and contrary aspects of the study compared with the other studies on the same issue; and the reasons for the current results are discussed. In the present study, in relation to the research question, the conclusions on the students' views were also presented with both satisfactory aspects and the problems of the department; and were reported under the main dimensions of the study.

As studies have displayed, students' positive views on their departments have a positive effect on students' motivation and achievement; and identifying and meeting students' needs and expectations by universities can increase their effectiveness and improve those institutions (Elliott & Shin, 2002; Juillerat & Schreiner, 1999; Sohail & Saeed, 2003). In the literature, there are a good number of studies either to

evaluate higher education institutions and students' views (Aldemir & Gülcan, 2004; Douglas, Douglas & Barnes, 2006; Möller, 2006; Sohail & Saeed, 2003). The results of these studies mostly suggest that the success of the institution is highly associated with the students' satisfaction, positive views and perspectives; and students give importance to the fact whether their academic, social and personal needs are met in the institution regarding the physical environment, instructors, and the program.

In relation to the physical environment and physical resources, findings indicated that most of the students agreed on their departments' having basic supplies for basic needs, its being safe for educational tasks and activities, and the heating of the buildings. This can imply that the FLE departments in those three universities are built regarding the basic needs of the students such as water supplies, heating and safety; and the authorities give importance to the basic needs of the students. As Berry (2002) states in his study student and teacher comfort is considered as the most crucial aspect of any school environment, and safety and heating are important to provide this comfort. The studies investigating the effects of physical learning environment also show that safety, temperature, and air quality, which can be regarded as the basic needs for human beings, seem to have certain effect on the learning environment (Berry, 2002; Lackney, 1997; Lackney & Jacobs, 2002; Uludag & Odacı, 2002). Stated in the symposium by White House Millenium Council (U.S. Department of Education, 1998, as cited in Wolff, 2003), providing healthy, safe and secure physical environments is among the standards of physical learning environment.

The students also agreed on having a photocopy room which they can use freely and having well-prepared course books and course packs offered or given by the instructors. During the visits for the application of the questionnaires, it was also informally observed that the all three universities have photocopy rooms and they can be used by the students when necessary. As for the course books and course packs, they also expressed positive views. İnal (2006) and Murdoch (2000) propose course books provide an important function in language teaching besides in any

teaching given at educational institutions. Johnson (1989, as cited in Murdoch, 2000) also summarizes the importance of the course materials below:

> Teaching and learning materials provide the corpus of the curriculum. They normally exist as physical entities and are open to analysis, evaluation and revision in ways that teaching and learning acts are not; and they have a direct influence upon what happens in classrooms, which policy documents syllabuses and teacher-training courses do not. (p. 7)

Regarding the ideas on the importance of course books and the perspectives of 4th year prospective English teachers, it can be concluded that the three ELT departments under investigation provide students with well prepared course books/packs.

These results of this study are also consistent with what Önkol, et al. (2005) have found in their study on the weaknesses and strengths of the Educational Sciences department at METU from the viewpoints of students. The results of their study showed that undergraduate and graduate students mostly agreed on the cleanliness of the building and the environment and heating facilities, which was also stated in the present study. Thus, it can be concluded that the universities, in which these studies were conducted, generally give importance to the heating and the cleanliness of the departments. The graduate students in their study also expressed that they were satisfied with the photocopy facilities; this result is also parallel with the result of this study.

On the other hand, among the three dimensions of the questionnaire, most of the problems obtained from the quantitative data and stated by the students qualitatively were grouped under the heading of "physical environment and resources." When 26 items on physical environment and resources in the questionnaire were considered, it is seen that students expressed positive regards just for the five of those items asking about the physical conditions. When considering the items students disagreed as problems, then from twenty-six items, twenty-one items were described as department's physical problems by the fourth year students. Although relevant tables

and results were presented in the previous chapter, it is necessary here to display the items students disagree in relation to physical environment and resources. Table 5.1 presents the items in an ascending manner, from the items having the lowest means to the items with the highest means.

Table 5.1

The Items Students Disagree in Relation to Physical Environment and Resources

Items
• There is a language lab. used by students
• We have got a library in our department
• There is an actively-used computer laboratory
• There's a cafeteria adequate enough to meet our needs
• There's enough area to rest after the lessons
• There is enough area for social activities
• The building is flexible for innovations
• The physical space is large enough for students.
• The building meets the students' needs
• There are computers in the classes
• The size of the building is appropriate for student number
• I feel motivated to fulfill my responsibilities in the building
• The architecture of the building is not appropriate
• There's enough space for instructional activities.
• The classrooms are big enough
• The technological equipments are used appropriately
• The building is motivating for educational activities
• There are enough number of projectors and OHPs
• I'm satisfied with the location of the building
• We have adequate technological equipments to support instruction
• There's no problem of cleanup

In this table, it can be seen that the most problematic characteristics of the department, on which most of the three groups of students agreed on, were the lack of a language laboratory for the student usage, the lack of a library inside the department/faculty, the lack of an actively-used computer laboratory, the lack of a cafeteria which is enough to meet students' needs, the lack of an enough area to rest after the lessons and to have some social activities. The students also stated that the building they have their education was not flexible enough to welcome innovations and novelties. When the literature was examined, it is stated by Kuh (1995, as cited in Karemera, Reuben, & Sillah, 2003) that outside-classroom experience and activities are an important and integral part of student learning outcomes and development, also student performance is significantly related with satisfaction with academic environment and services received. This indicates the significance of services and social environment for student achievement. The results of the study conducted by Karemera, Reuben, and Sillah (2003) confirmed that performance of the students was significantly correlated with positive views on academic environment in the university and services received in that environment.

The adequacy of library services and the out-of-class experiences were also significantly connected with positive college outcomes (Riggs et al., 2000). In the case of this study, most of the participants put emphasis on the problems due to the lack of those facilities in the department such as library, and enough area to rest after the lessons and to have some social activities. The reasons for these results can be the inefficiency of the budget of the universities and the departments to be allocated to the physical resources and the environment by the administrative units; or the inefficient usage of those resources by the departments. For that reason, the academic environment and the adequacy of the resources of those departments should be reevaluated and the necessary renovations and changes should be made to decrease the problems. Furthermore, the budget provided to the universities by the government and the budget provided to the departments by the university administration should also be reevaluated; so the efficient and effective allocation of the economical resources should be reexamined for improving the physical

conditions. It should always be taken into consideration that the good-quality physical environment in educational context fosters the state of being attached to the institution, and this way, contribute to fewer motivational problems and increase achievement (Cooper, 1985; Jago & Tanner, 1999; Lackney, 1999; Loukas, Suziki, & Horton, 2006).

It was mentioned in the previous chapter that following the Likert-scale items, the students were asked to state their thoughts and problems, which they believed were not included in the scale related to the physical environments and resources, human resources, and the instruction of their departments. The results showed that mostly the students in Gazi University (M = 2.49, SD = .39) were satisfied with the physical conditions of their building despite some deficiencies, which were reported in the previous chapter, when compared to the Hacettepe University (M = 2.10, SD = .34) and METU (M = 1.94, SD = .37). However, it should be noted that they also expressed that the physical conditions of their department were bettered and improved in the summer of 2007, and the department building was renewed with all classrooms, corridors, and lavatories. Moreover, some technological equipment was placed into the classrooms and this affected their perspective towards the physical condition of the department. This change was also observed by the researcher during visits to Gazi University in summer for seeing the head of the department and in fall for administering the questionnaires. There was a noteworthy change in the physical conditions from the first visit to the second.

As the second sub-question and the dimension of the study, in relation to human resources, the study conducted by Aldemir and Gülcan (2004) on the student satisfaction in higher education in a Turkish university showed that academic factors with the faculty explain student satisfaction more than the others. These academic factors are instructors' performance, communication with instructors, and the textbooks instructors provide. In this study, the results indicated that while there were problems related to the administration and the secretary, the instructors of the departments were generally satisfactory from fourth year students' perspectives, as

students agreed on the items in relation to the instructors' positive aspects. The students were mostly satisfied with the instructors' qualifications, their having enough teaching experience in their courses, their having positive relationship with the cooperating/practice school, and their being academically competent and qualified. Moreover, the results displayed that the fourth year students were also happy with the instructors' sharing the educational problems in their courses, their using variety of instructional methods and techniques in their courses, and their reflecting their personal development into their applications in the classroom. Here, it can be concluded that the instructors in ELT departments were regarded as academically competent in their own fields by the students of those departments.

In the literature, always, there have been studies examining students' views on the department's instructors and administration, human resources (Birol, 1996; Dindar, 1991; Yılmaz, 1989). Erdoğan and Uşak (2007) examined the prospective science teachers' views and satisfaction in education faculties on the academic staff and administration. They also found out overall student satisfaction regarding the instructors of the department, which is consistent with the results of the present study. The reasons for the satisfactory results on the instructors can be that the instructors in those education faculties are really qualified and competent in their fields; give importance to the education of the prospective teachers; they also reflect their self-development into their courses. As they are faculty members, they do research, carry out projects; and these activities somehow could have been reflected into their teaching. Moreover, the university administrations are attentive and careful on the quality of the faculty.

Contrary to the results related to the instructors, in relation to secretary and administration which were placed under the dimension of human resources together with the instructors, the results revealed that there were some problems. At first hand, the secretaries of the departments were stated to be disinterested in the students' department-related questions and the problems. Thus, the secretaries should be reconsidered and evaluated by the authorities regarding the degree of

effectiveness and usefulness not only for the departments' bureaucratic functioning, but also for the students' academic and personal needs related to the department. What is more, the results showed some problems related to the administration such as not providing enough support and resources, not being sensitive for students' expectations in the department, and for not having a good relationship with the students. These aspects can be expounded as the indicator of the gap between the students and the faculty administration. In their study, Wiers-Jenssen, et al. (2002) found that the quality of services and support provided by administrative stuff of the institutions should be taken into consideration as well as social climate and the physical infrastructure to increase students' motivation and opportunities for learning. This result is consistent with the results found in this study and can be counted as a recommendation. At this point, the administrative staff should evaluate the degree of support and guidance they provide to the teacher candidates and reconsider their relationships with those teachers of future. The results related to the administration were consistent with Yılmaz and Oğuz's (2005) findings, which showed that the faculty administration was not evaluated positively by the students of education faculty in another university for not solving problems students face and not having an intimate relationship. The reason for these negative views on the administration and problems on the relationship can be counted as the lack of time because of some bureaucratic works. The administrative stuff might ignore the needs and questions of the prospective teachers for their intensive workload. However, as the college faculty members and some administrative personnel are always the elementary agents of influence on the integration of students' values (Newman & Newman, 1978), the administrative stuff, as stakeholders, should reconsider their role and the both personal and academic needs of the prospective teachers to increase the effectiveness of the teacher education.

The third sub-question explored the prospective teachers' views in relation to the program presented in ELT departments. The results of the data obtained from the questionnaire again showed that most of the students agreed on the quality of the program and the courses in the program in their departments. It was concluded from

the results that students agreed there were enough number of courses in the program to prepare them for their future profession and these courses had enough quality to make them gain essential skills. The practice teaching courses were efficient enough to prepare them. Furthermore, students were satisfied with the number of observations and practices in the field of teaching. When the courses in the program were grouped and asked about their adequateness to furnish them with necessary skills and abilities, most of the ELT students expressed their adequateness. These groups of courses were methodology courses, literature courses, teaching profession courses and general culture courses. All of them had means greater than 2.49. The results on the instruction show that the ELT program implemented in the ELT departments is viewed positively by the students; and prospective teachers find it adequate. This can be the results of the fact that the faculties give importance to the quality of the teacher education program and instructors' quality; and the courses in the program might be enriched by the instructors.

The qualitative data in the open-ended part supported the quantitative data of the study. The students expressed also their positive views on the program of their departments. It was stated that the program includes most of the necessary courses to prepare them for their future profession. However, few of the students expressed some problems on the issue of program. At this point, the qualitative data proved a bit differences from the qualitative ones. The students stated some problems, which were not reflected upon their general evaluation of the courses on their adequateness as quantitative data. The students expressed that there were too much literature courses and the number of the skills courses were not enough for them to gain English language skills. Moreover, according to the students, there were courses having the same content, and the practice teaching activities or courses were not enough to prepare them for their profession. The results are consistent with what Williams and Alawiye (2001) found in their study related to the student teachers perception on teacher training program. In the study, it was detected that the student teachers favor teaching experiences and benefit so much from those experiences including visiting schools, helping regular teachers in the class, attending staff

development and so on. The results are similar to the Erozan's (2005) findings. She evaluated the language improvement courses (Oral Communication Skills Reading Skills, Writing Skills) in the undergraduate curriculum of the Department of English Language Teaching (ELT). She also found that generally the language improvement courses were effective; however, some changes were necessary for students' needs and expectations. Practice component in these courses should be enhanced and more authentic materials should be used. The findings of the study by Çetin (2005) were parallel with what have been found in the qualitative findings of this study. As in the open-ended part, related to the instruction, the students stated that there were some problems in practice teaching courses due to the cooperating schools. In the study, it was found that the stated responsibilities during practice teachings were not carried out by the prospective teachers as desired. Also there were some problems related to the practice teachings, which were inadequate physical conditions of coordinating schools for teacher education, insufficient number of supervisors in the faculties and lacking of co-ordination among the units in practice teaching (see Appendix G).

There are also studies not having parallel results with the results obtained form the quantitative data of the present study. The study conducted by Kocatürk (2006) explored the opinions of prospective teachers on the teacher education program concerning school experience course. The results showed that the practice teaching activities are not adequately oriented by the university instructors and the mentor teachers. They also state that they were not adequately mentored by the university instructors. However, in the present study, the students agreed on the efficiency of the practice teachings. Apart from this, Ortaköylü (2004) also evaluated the adequateness of the methodology courses offered by the ELT programs to provide the students with international standards for being an English teacher. The results showed that there were some deficiencies in terms of contents and the number of methodology courses. The number of courses on "language proficiency" and culture were considered to be inadequate by the students. She also offered that the general education courses should be offered by instructors with an educational background in ELT and theory and practice should be integrated in such a way that each course

contributes to the teaching of English and to the development of future English teachers.

Although not found in quantitative data, but through qualitative data, the present study's findings together with the results of the studies cited above can provide factual evidences for reconsidering the ELT program; understanding the importance of practice teaching activities and evaluating the program to see whether any improvements or changes are necessary in such courses and applications. For that reason, these studies together with the other studies (Arıkan, 2005; Çetintaş & Genç, 2005; Sabuncuoğlu, 2006; Tam, 2006) and the present study propose that there should be reevaluation of the practice teaching activities and reconsideration of the adequateness of the coordinating schools besides the teacher education program. However, it should also be considered while preparing or evaluating the program that prospective teachers should have time for reflecting field experiences, teaching practices, new methodologies on their own ideas and understanding (Short, 1996).

In sum, regarding the senior students (fourth year students) who are supposed to have enough experience to judge their department, the students' positive views mostly focused on the program and the instructors, while the negative views were centered on the physical environment and resources; and the administration and the secretary of the departments. What students are mostly agreed on were the departments' basic supplies, heating, safety, photocopy facilities, and course books/packs, instructors' overall competency and qualifications, and the programs' being efficient to prepare them, and the adequateness of the courses in the program. On the other hand, the problems mostly centered on the lack of some academic and social facilities such as language laboratory and social spaces for resting and relaxing, administrators' attitude, guidance by instructors, and the practice teaching activities at cooperating schools. Schools' being a social institution and representing the real life (Dewey, 1897), all these factors regarded as problematic by the fourth year prospective teachers are known to have a pedagogic function, if bettered, to increase student motivation, and in relation, satisfaction, to have a better learning environment. For

that reason, the results of the study can contribute to the literature on teacher education and the results can be used to interpret the effect of satisfaction of the students and problems of the departments on the quality of teacher education. The results showed that the physical conditions of the departments, the guidance provided by the instructors, the attitude of the faculty administration, and the teaching practices in co-operating schools should be reevaluated by the authorities.

5.2 Implications for Practice

As the student satisfaction is really important to provide healthy learning environments, to increase the academic and personal potential of prospective teachers, to carry out instructional tasks and activities properly and so on, the careful handling of the issue and evaluation processes are necessary to increase the student satisfaction and improve teacher education. On the other hand, the problems stemming from the physical environment, human resources, and the program of the faculty/department should be improved as soon as detected, for they affect the prospective teachers' perceptions of their departments. In relation to this, their perceptions/views might affect their satisfaction and motivation.

Moreover, according to the results of the study, students generally expressed their positive views related to the instructors and the program of the departments while the problems were mostly emerged from the physical environment and resources besides the administration and the secretary of the ELT departments where the study was conducted. However, related to the instruction and program, the problems were stated through the qualitative data. Thus, a qualitative research could be designed to get on in-depth information on the program.

The problems related to the physical conditions of the department and the administrative staff should be dealt with in an instant way, and the necessary attempts for precautions and improvement should be undertaken to prevent these problems by the authorities. For that reason, some of the possible remedies and

recommendations are given in the light of literature in order to tackle those problems expressed by the fourth year prospective English teachers.

The first dimension in the questionnaire to get the students' perspectives was the physical environment and the resources of the department and the students expressed that there were problems mostly stemming from this dimension. To deal with these problems, the authorities should make some changes and arrangements in the physical environment of the departments. Together with the technological equipments such as computer and language laboratories, the social environment and facilities should be rearranged and restructured to increase both academic and social satisfaction of the students. For instance, the cafeteria of the department can serve as social places besides meeting students nutritional needs; so these places in the department/faculty should be bettered and controlled for their adequateness and quality. Moreover, the students expressed that the building was not flexible enough for innovations and changes. At this point, it is recommended that the authorities should urgently carry out activities to allow for flexibility and adaptability to changing needs, and to remain open to possible changes (U.S. Department of Education, 1998, cited in Wolff, 2003). Table 5.2 summarizes the recommendations made for improving the aspects related to the physical environment and resources.

Table 5.2

Problems and Possible Measures on Physical Environment and Resources

Problems Related with the Physical Environment and Resources	**Possible Measures That Could be Taken by Administrators**
The Physical Space of the Departments	
The lack of an enough area to rest after the lessons (M=1.85)	• Rearrange the existing physical environment to include areas for students to rest in their spare times • Better the physical areas around the department/faculty to provide relaxation areas

Table 5.2 (continued).

Problems Related with the Physical Environment and Resources	Possible Measures That Could be Taken by Administrators
The lack of a cafeteria adequate enough to meet our needs (M=1.80)	• Improve the conditions of the existing cafeteria to meet students' both physical and social needs
The lack of an actively-used computer laboratory in the department (M= 1. 72)	• Have a computer room and enough number of computers in the department building with an internet connection • Open the computer room to the student usage to maximize the use of technological resources
The lack of an enough area for social activities (M=1.94)	• Create areas, places and opportunities for leading students to social activities during their education • Conduct needs assessment to identify students preferences for the social activities in their department • Have a social committee to put mostly preferred social activities into application
The physical space's largeness for students (M=2.10)	• Build extra rooms to make it fit to the number of the students
Materials and Equipments of the Department	
The lack of departmental library (M=1.67)	• Allocate a room in the department as a library for gathering necessary resources, journals, and materials for professional and personal development of the prospective teachers
There aren't computers in the classes (M=2.14)	• Put at least one computer to each classroom for carrying out instructional activities

Table 5.2 (continued).

Problems Related with the Physical Environment and Resources	Possible Measures That Could be Taken by Administrators
The lack of a language laboratory used by students in the department (M=1.51)	• Found a language laboratory including necessary materials and media • Open the laboratory to the students' usage in and outside the class hours
The Building of the Department	
The building's not being flexible for innovations (M=2.00)	• Evaluate the flexibility of the departments' buildings to include innovations and changes
The building's generally meeting the students' needs (M=2.12)	• Conduct a needs assessment to determine students physical needs in their departments
Motivation to fulfill responsibilities in the building (M= 2.15)	• Ask students about their expectations from the building to motivate them • Create an environment which can encourage and motivate students to fulfill their responsibilities

Other problems related to physical environment and resources included the size of the building for students' number, the architecture, technological equipments, and location of the department. To improve the conditions and create a physical environment for increasing the quality of the teacher education, the authorities could use these results as a starting point and put efforts to reevaluate the student satisfaction in the department/faculty. As from the size of the classroom to aesthetic features and climate factors, the physical factors affect the students' views, motivation and even their performance (Moore & Lackney, 1994).

The second dimension in the questionnaire was related to the human resources of the department, as stated before, students mostly expressed problems related to the administration and the secretary of the department/faculty. Related to the instructors, there were also a few problems, which were obtained via qualitative data. Table 5.3 summarizes the problems and the recommendations to improve the conditions for human resources.

Table 5.3

Problems and Possible Measures on the Human Resources

Problems Related to the Human Resources of Departments	**Recommendations for Possible Measures That Could be Taken by the Authorities**
The secretary' not responding students' problems and questions about the program (*M*=1.96)	• Evaluate the performance and attitude of the departments' secretaries through observations, interviews and questionnaires with students, instructors • Improve the communication channel between the students and the secretaries
The faculty administration's support and resources for teacher education (*M*=2.16)	• Allocate more resources to improve the teacher education and physical conditions of the department • Create a supportive environment for prospective teachers
The lack of enough guidance by the instructors to the prospective teachers	• Emphasize the importance of guidance given by the instructors • Provide enough guidance activities or inform the students about the existing career counseling centers • Create opportunities for seminars or conferences related to job applications, graduate degrees, and teaching profession.

Table 5.3 (continued).

Problems Related to the Human Resources of Departments	Recommendations for Possible Measures That Could be Taken by the Authorities
The number of staff to meet students' needs (secretary, cleanup, photocopy...) (*M*=2.16)	• Evaluate and increase the number of staff in the department to meet students academic, physical and administrative needs
The faculty administration's sensitiveness for students' expectations (*M*=2.17) and relationship with students. (*M*=2.26)	• Develop administrative relationships with students and positive attitude towards prospective teachers as to provide motivation towards teaching and being a teacher • Recognize students' expectations and spend more time to learn about them

The third dimension of the study was the program the ELT department where the study was conducted. The results obtained didn't indicate problems on the program and the courses of the departments. However, the prospective teachers expressed that the program of the English teacher education should be re-evaluated for examining the adequacy and the variety of the courses included. In that sense, the content of the courses should be examined to see whether the course contents overlap. Moreover, as the practice teaching activities are really an important part in preparing for teaching and understanding the profession, teaching practice and attitudes of cooperating teachers and schools should be evaluated. Moreover, the cooperating schools should be visited more often to see how appropriate these schools are. As Alonso (2005, cited in Carrier, 2006) claims: "Human learning is constructed not only by interacting with the content but also by working with colleagues and instructors" (p. 7). For that reason, the teacher education should enrich the opportunities for the interaction of all related parties. Thus, they can build a better physical learning environment for teacher education.

5.3 Implications for Further Research

The results of the study propose the following recommendations for future research:

1. As in the present study only the 4th year prospective teachers are included, a further study comprising the 1st, 2nd and the 3rd year prospective teachers can be conducted as well to get a wider picture about interaction and support especially at earlier years of study when students need more assistance from faculty and administrative bodies.

2. A further study can be conducted to describe the satisfaction and the problems related to the each dimension. Each dimension can be taken separately to provide more detailed results on the English language teacher education.

3. The present study evaluated the situation in a descriptive way. A further study can be conducted to see how these three dimensions correlate with the students' academic achievements.

4. In the future studies on English language teacher education, the perspectives of the graduates of the ELT departments can also be included to analyze their viewpoints towards their departments, as they could judge their departments from a broader perspective.

5. The present study included only the prospective teachers in ELT departments in Ankara, a nation-wide study could be conducted to obtain a broader view on physical environment and resources, human resources and the program, so a strategy could be formulated for enriching prospective teachers' experiences.

6. The instructors' perspectives on English language teacher education and prospective English teachers could be another research issue.

7. The present study could be replicated in the following years to confirm the results obtained; and besides questionnaire, the participants could be interviewed. It can be carried over a broader sample representing the whole country.

8. The social and academic backgrounds of the prospective teachers could be researched, as these factors could affect their perspectives towards their departments' physical, social, and academic environment.

9. Another study can be conducted to compare the results of study in relation to the three dimensions with the demographic characteristics of the students to see if there are significant differences between the CGPAs, genders, universities and the variables of the study.

10. There could be a study that considers a multiple set of variables helping research to determine factors that predict the effects of learning environment on students' learning.

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APPENDICES

APPENDIX A

THE PREVIOUS PROGRAM OF ELT (FLE) DEPARTMENTS

FIRST YEAR	
First Semester	**Second Semester**
FLE 121 English Grammar I (3-0)3 FLE 123 English Composition I (3-0)3 FLE 125 Reading Skills I (3-0)3 FLE 127 Spoken English I (3-0)3 FLE 129 Introduction to Literature (3-0)3 EDS 119 Intro. to Teaching Profession (3-0)3 TURK 103 Turkish I: Oral Communication (2-0)2 ISS 100 Introduction to Information Technologies and Aplications NC	FLE 122 English Grammar II (3-0)3 FLE 124 English Composition II (3-0)3 FLE 126 Reading Skills II (3-0)3 FLE 128 Spoken English II (3-0)3 FLE 140 Survey of English Lit. I (3-0)3 FLE 146 Introduction to Linguistics I (3-0)3 TURK 104 Turkish II: Written Communication (2-0)2

SECOND YEAR	
Third Semester	**Fourth Semester**
FLE 215 Advanced Reading and Vocabulary Development (3-0)3 FLE 237 School Experience I (1-4)3 FLE 241 Survey of English Lit. II (3-0)3 FLE 245 Turkish Phonetics and Morphology (3-0)3 FLE 261 Introduction to Linguistics II (3-0)3 CEIT 300 Computer App. in Education (2-2)3 EDS 221 Development and Learning (3-0)3	FLE 216 Advanced Writing Skills (3-0)3 FLE 220 Drama: Analysis & Teac. I (3-0)3 FLE 238 Approaches to ELT (3-0)3 FLE 246 Turkish Syntax and Semantics (3-0)3 EDS 222 Instructional Planning and Evaluation (3-2)4 Non-Departmental Elective (3-0)3

THIRD YEAR	
Fifth Semester	**Sixth Semester**
FLE 303 ELT Methodology I (3-0)3 FLE 307 Language Acquisition (3-0)3 FLE 321 Drama: Analysis & Teaching II (3-0)3 FLE 323 English-Turkish Translation (3-0)3 CEIT 319 Instructional Technology & Materials Development (2-2)3 HIST 200 Principles of Kemal Atatürk I NC Non-Departmental Elective (3-0)3	FLE 304 ELT Methodology II (3-0)3 FLE 308 Teaching English to Young Learners (3-0)3 FLE 310 Research Skills (3-0)3 FLE 322 The Novel: Analysis and Teaching I (3-0)3 EDS 304 Classroom Management (2-2)3 HIST 200 Principles of Kemal Atatürk II NC Departmental Elective (3-0)3

FOURTH YEAR	
Seventh Semester	**Eighth Semester**
FLE 405 Materials Adaptation and Evaluation (3-0)3 FLE 407 The Novel: Analysis and Teaching II (3-0)3 FLE 413 English Language Testing & Evaluation (3-0)3 FLE 417 School Experience II (1-4)3 FLE 429 Advanced English Structure (3-0)3 Departmental Elective (3-0)3	FLE 404 Practice Teaching (2-6)5 FLE 406 Poetry: Analysis and Teaching (3-0)3 FLE 409 Turkish-English Translation (3-0)3 EDS 424 Guidance (3-0)3 Departmental Elective (3-0)3

APPENDIX B

THE NEW PROGRAM OF ELT (FLE) DEPARTMENTS

I. YARIYIL

KODU	DERSİN ADI	T	U	K
A	Bağlamsal Dilbilgisi I	3	0	3
A	İleri Okuma ve Yazma I	3	0	3
A	Dinleme ve Sesletim I	3	0	3
A	Sözlü İletişim Becerileri I	3	0	3
GK	Türkçe I: Yazılı Anlatım	2	0	2
GK	Bilgisayar I	2	2	3
GK	Etkili İletişim	3	0	3
MB	Eğitim Bilimine Giriş	3	0	3
TOPLAM		**22**	**2**	**23**

II. YARIYIL

KODU	DERSİN ADI	T	U	K
A	Bağlamsal Dilbilgisi II	3	0	3
A	İleri Okuma ve Yazma II	3	0	3
A	Dinleme ve Sesletim II	3	0	3
A	Sözlü İletişim Becerileri II	3	0	3
A	Sözcük Bilgisi	3	0	3
GK	Türkçe II: Sözlü Anlatım	2	0	2
GK	Bilgisayar II	2	2	3
MB	Eğitim Psikolojisi	3	0	3
TOPLAM		**22**	**2**	**23**

III. YARIYIL

KODU	DERSİN ADI	T	U	K
A	İngiliz Edebiyatı I	3	0	3
A	Dilbilim I	3	0	3
A	İngilizce Öğretiminde Yaklaşımlar I	3	0	3
A	İngilizce-Türkçe Çeviri	3	0	3
A	Anlatım Becerileri*	3	0	3
GK	Türk Eğitim Tarihi*	2	0	2
MB	Öğretim İlke ve Yöntemleri	3	0	3
TOPLAM		**20**	**0**	**20**

IV. YARIYIL

KODU	DERSİN ADI	T	U	K
A	İngiliz Edebiyatı II	3	0	3
A	Dilbilim II	3	0	3
A	İngilizce Öğretiminde Yaklaşımlar II	3	0	3
A	Dil Edinimi	3	0	3
GK	Bilimsel Araştırma Yöntemleri	2	0	2
MB	Özel Öğretim Yöntemleri I	2	2	3
MB	Öğretim Teknolojileri ve Materyal Tasarımı	2	2	3
TOPLAM		**18**	**4**	**20**

V. YARIYIL

KODU	DERSİN ADI	T	U	K
A	Çocuklara Yabancı Dil Öğretimi I	2	2	3
A	Özel Öğretim Yöntemleri II	2	2	3
A	Dil Becerilerinin Öğretimi I	2	2	3
A	Edebiyat ve Dil Öğretimi I*	3	0	3
A	İkinci Yabancı Dil I*	2	0	2
GK	Drama*	2	2	3
MB	Sınıf Yönetimi	2	0	2
TOPLAM		**15**	**8**	**19**

VI. YARIYIL

KODU	DERSİN ADI	T	U	K
A	Çocuklara Yabancı Dil Öğretimi II	2	2	3
A	Türkçe- İngilizce Çeviri	3	0	3
A	Dil Becerilerinin Öğretimi II	2	2	3
A	Edebiyat ve Dil Öğretimi. II*	3	0	3
A	İkinci Yabancı Dil II*	2	0	2
GK	Topluma Hizmet Uygulamaları	1	2	2
MB	Ölçme ve Değerlendirme	3	0	3
TOPLAM		**16**	**6**	**19**

VII. YARIYIL

KODU	DERSİN ADI	T	U	K
A	Yabancı Dil Öğretiminde Materyal İnceleme ve Geliştirme*	3	0	3
A	İkinci Yabancı Dil III*	2	0	2
A	Seçmeli I	2	0	2
GK	Atatürk İlkeleri ve İnkılap Tarihi I	2	0	2
MB	Okul Deneyimi	1	4	3
MB	Rehberlik	3	0	3
MB	Özel Eğitim*	2	0	2
TOPLAM		**15**	**4**	**17**

VIII. YARIYIL

KODU	DERSİN ADI	T	U	K
A	Yabancı Dil Öğretiminde Ölçme ve Değerlendirme	3	0	3
A	Seçmeli II	2	0	2
A	Seçmeli III	2	0	2
GK	Atatürk İlkeleri ve İnkılap Tarihi II	2	0	2
MB	Karşılaştırmalı Eğitim*	2	0	2
MB	Türk Eğitim Sistemi ve Okul Yönetimi	2	0	2
MB	Öğretmenlik Uygulaması	2	6	5
TOPLAM		**15**	**6**	**18**

GENEL TOPLAM	**Teorik**	**Uygulama**	**Kredi**	**Saat**
	143	32	159	175

A: Alan ve alan eğitimi dersleri, **MB:** Öğretmenlik meslek bilgisi dersleri, **GK:** Genel kültür dersleri

APPENDIX C

ÖĞRENCİ ANKET FORMU

Değerli Öğretmen Adayı,

Eğitim fakültelerinin bünyesinde yer alan İngilizce Öğretmenliği bölümlerinin temel problemlerini insan kaynağı, fiziki mekan ve öğretim boyutunda saptamak amacıyla bir çalışma yürütmekteyim. Bu çalışma, halen öğrencisi olduğunuz bölümümüzün fiziksel ortam, insan kaynakları ve öğretim programı ile ilgili sorunlarını siz dördüncü sınıf öğrencilerinin bakış açısıyla yansıtmayı ve ortaya koymayı amaçlamaktadır. Ankete vereceğiniz cevaplar eğitim fakültesi İngilizce öğretmenliği bölümlerinin mevcut durumlarını gözden geçirmek ve geliştirmek açısından oldukça önemli olacaktır. Bu form, iki ana bölümden oluşmaktadır. Birinci bölümde kişisel bilgilerle ilgili maddeler yer almaktadır. İkici bölüm ise yukarıda vurgulanan fiziksel ortam, insan kaynakları ve öğretim boyutlarından oluşmaktadır. Her alt bölümdeki yönergeleri okuyarak görüşlerinizi verilen ölçek üzerinde belirtebilirsiniz.

Bilgi formunu cevaplamak sizin kişisel tercihinizdir. Katılma zorunluluğu yoktur. İstediğiniz anda formu cevaplamayı bırakabilirsiniz.

Lütfen ankete isminizi yazmayınız. Cevaplarınız yalnızca araştırma kapsamında kullanılacaktır. Bu nedenle her soruyu dikkatli bir şekilde okuyarak içtenlikle ve titizlikle cevaplamanızı rica ederim.

Katılımınız ve katkılarınız için teşekkür ederim.

Esra ERET
Orta Doğu Teknik Üniversitesi
Eğitim Bilimleri Bölümü Yüksek Lisans Öğrencisi

1. BÖLÜM: Kişisel Bilgiler

Yaşınız :_____

Cinsiyetiniz **:** ( ) 1. K ( ) 2. E

Üniversitenizin Adı :

□ 1. Gazi Üni. □ 2. Hacettepe Üni. □ 3. ODTÜ

Mezun olduğunuz lisenin türü :

□ 1. Genel Lise □ 2. Anadolu Lisesi □ 3. And. Öğretmen Lisesi □ 4. Diğer

(Yazınız).....

Bölümünüz ÖSS'de kaçıncı tercihiniz? :_____

Kaçıncı döneminizdesiniz? : _____

Şu andaki genel not ortalamanız : _____

2. BÖLÜM:

Anketin bu bölümü üç kısımdan ve bu kısımlara ait alt başlıklardan oluşmaktadır. Sizden istenilen her bir maddeyi dikkatlice okuyup mevcut beş seçenekten size en uygun gelen tercihi/durumu ilgili kutucuğa x, √ ...vb simgeler kullanarak işaretlemenizdir. Eğer maddelerde belirtilen bazı konular bölümünüzde ya da fakültenizde **uygulanmamakta** ise son kısımdaki "Fikrim yok" maddesini işaretleyebilirsiniz.

Lütfen cevapsız madde bırakmayınız. Eklemek isteğiniz görüşlerinizi anketin sonunda size ayrılan kısma yazabilirsiniz.

A) FİZİKSEL ORTAM VE DONATIM MALZEMELERİ					
1.FAKÜLTE/BÖLÜM BİNASI **Bu bölümde fakültenizin/bölümünüzün binası ile ilgili ifadeler yer almaktadır.**	**Kesinlikle katılmıyorum**	**Katılmıyorum**	**Katılıyorum**	**Tamamen Katılıyorum**	**Fikrim yok**
1. Binamızın mimarisini eğitim-öğretim faaliyetleri için uygun **bulmuyorum**.	1	2	3	4	
2. Binamızın çevresi eğitim-öğretim faaliyetleri için motive edicidir.	1	2	3	4	
3. Binamızın kampüs içindeki konumundan memnun **değilim**.	1	2	3	4	

Bu bölümde fakültenizin/bölümünüzün binası ile ilgili ifadeler yer almaktadır.	**Kesinlikle katılmıyorum**	**Katılmıyorum**	**Katılıyorum**	**Tamamen Katılıyorum**	**Fikrim yok.**
4. Bina içinde kendimi güvende hissediyorum.	1	2	3	4	
5. Binanın tasarımı genel olarak öğrenci ihtiyaçlarını (akademik, sosyal...) karşılamaktadır.	1	2	3	4	
6. Bina, bölümümüz öğrencileri için yeterli büyüklüktedir.	1	2	3	4	
7. Bina, ihtiyaçlarımıza ve alandaki yeniliklere cevap verecek ölçüde esnek bir yapıda **değildir**.	1	2	3	4	
8. Binada temel ihtiyaçları karşılayacak temel donanımlar mevcuttur. (Su, elektrik, güvenlik...)	1	2	3	4	
9. Binanın ısınmasında problem **vardır.**	1	2	3	4	
10. Genel anlamda bu bina içinde kendimi bir şeyler yapmaya motive olmuş hissediyorum.	1	2	3	4	
2. FİZİKSEL ALAN **Bu bölümde fakültenizin/bölümünüzün kullanılmakta olan iç mekanları ve fiziksel alanı üzerine ifadeler bulunmaktadır. Lütfen her bir ifadeyi dikkatlice okuyup size en uygun seçeneği işaretleyiniz.**					
1. Bölümümüzdeki fiziksel alan öğrenciler için yeteri kadar geniştir.	1	2	3	4	
2. Program dahilindeki eğitim öğretim etkinliklerini gerçekleştirmek için yeterli alan vardır.	1	2	3	4	
3. Sınıflar yeteri kadar büyük **değildir**.	1	2	3	4	
4. Bölüm içi sosyal etkinlikleri gerçekleştirecek yeterli alan **yoktur.**	1	2	3	4	
5. Temizlik konusunda problem **yoktur.** (sınıflar, koridorlar...vb.)	1	2	3	4	
6. Fakültemizde/bölümümüzde ihtiyaçlarımızı karşılayacak büyüklükte ve yeterlilikte kantin vardır.	1	2	3	4	
7. Ders aralarında ve ders dışında dinlenebileceğimiz yeterince kapalı/açık mekan **yoktur.**	1	2	3	4	
3. MATERYAL VE DONANIMLAR **Bu bölümde fiziksel öğrenme ortamının bir parçası olan bölümünüzdeki materyaller ve donanımlar hakkkında ifadeler bulacaksınız. Her bir ifadeyi dikkatlice okuyup size en uygun seçeneği işaretleyiniz.**					
1. İyi hazırlanmış (kaliteli, kapsamlı, okunabilir, çekici vb...) ders kitapları/ders notlarına sahibiz.	1	2	3	4	
2. Eğitim-öğretim etkinliklerimizi destekleyecek yeterli teknolojik donanım ve materyal bulunmaktadır.	1	2	3	4	
3. Aktif şekilde kullanılabilen bilgisayar laboratuvar(lar)ı bulunmaktadır.	1	2	3	4	
4. Bölümün/fakültenin üniversite kütüphanesi dışında kütüphanesi **bulunmamaktadır**.	1	2	3	4	
5. Yeterli sayıda kullanılabilir projektör ve tepegöz vardır.	1	2	3	4	
6. Sınıflarımızda eğitim ve öğretim amaçlı kullanılabilecek bilgisayarlar **bulunmamaktadır.**	1	2	3	4	
7. Sınıflardaki projektör ve bilgisayar(lar) sınıf etkinliklerinde sorunsuz kullanılmaktadır.	1	2	3	4	
8. Bölümde/fakültede öğrencilerin hizmet alabilecekleri bir fotokopi merkezi vardır.	1	2	3	4	
9. Bölümde alanımız gereği öğrenci kullanımına açık bir dil laboratuvarı **yoktur**.	1	2	3	4	

B) İNSAN KAYNAĞI

1. ÖĞRETİM ELEMANLARI **Bu bölümde bölümünüzdeki öğretim elemanları hakkında ifadeler yer almaktadır. Lütfen her ifadeyi dikkatlice okuyarak görüşünüzü yansıtan uygun seçeneği işaretleyiniz.**	**Kesinlikle Katılmıyorum**	**Katılmıyorunm**	**Katılıyorum**	**Tamamen Katılıyorum**	**Fikrim yok**
1. Bölümde yeterli sayıda öğretim elemanı bulunmaktadır.	1	2	3	4	
2. Öğretim elemanları alanlarında yeterli akademik bilgiye ve donanıma sahiptir.	1	2	3	4	
3. Öğretim elemanları öğrencilerle iletişim kurmaya açık **değildir.**	1	2	3	4	
4. Öğretim elemanları dersleri ile ilgili alanda niteliklidir.	1	2	3	4	
5. Öğretmenlik uygulaması ile ilgili derslerde öğretim elemanları yeterli deneyime sahip **değildir**.	1	2	3	4	
6. Öğretim elemanları mevcut eğitim-öğretim teknolojisini etkin biçimde kullanmaktadır**.**	1	2	3	4	
7. Öğretim elemanları profesyonal gelişimlerini derslerdeki uygulamalarına yansıtmaktadır.	1	2	3	4	
8. Öğretim elemanları eğitim alanındaki gelişmelerden bizleri haberdar eder.	1	2	3	4	
9. Öğretim elemanları Türkiye'nin eğitim ile ilgili problemlerini bizimle **paylaşmazlar.**	1	2	3	4	
10. İlgili öğretim elemanları uygulama okulları ile iyi ilişkilere sahiptir.	1	2	3	4	
11. Öğretim elemanları verdikleri dersleri öğretmenlik mesleği ile yeteri kadar ilişkilendirmektedirler.	1	2	3	4	
12. Öğretim elemanları gerektiğinde derslerinde farklı (çeşitli) öğretim yöntemleri kullanabilmektedirler.	1	2	3	4	
13. Öğretim elemanları öğretmenlik gözlem ve uygulaması sürecinde yeteri kadar destek **sağlamamaktadırlar.**	1	2	3	4	
14. Öğretim elemanları bizleri öğretmenlik mesleği konusunda özendirmektedir.	1	2	3	4	
2. FAKÜLTENİN DİĞER ÇALIŞANLARI **Bu bölümde bölümünüzdeki diğer çalışanlar hakkında ifadeler yer almaktadır. Lütfen her ifadeyi dikkatlice okuyarak görüşünüzü yansıtan uygun seçeneği işaretleyiniz.**					
1. Bölümde öğrenci ihtiyaçlarına (fotokopi, sekreterlik, temizlik, kantin) cevap verecek yeterli sayıda eleman bulunmaktadır.	1	2	3	4	
2. Fakülte yönetimi öğretmen eğitimi için yeterince kaynak ve destek sağlar.	1	2	3	4	
3. Bölüm sekreteri öğrencilerin programla ilgili sorularına cevap verebilmektedir.	1	2	3	4	
4. Fakülte yönetimi öğrencilerle iyi iletişim içindedir.	1	2	3	4	
5. Fakülte yönetimi öğrencilere eğitim-öğretim konusunda gerekli desteği sağlamaktadır.	1	2	3	4	
6. Fakülte/yönetimi öğrenci beklentilerine duyarlılık göstermektedir.	1	2	3	4	

C) ÖĞRETİM PROGRAMI

1- PROGRAM **Bu bölümde bölümünüzde yürütülmekte olan öğretim programı ile ilgili ifadeler bulunmaktadır. Tüm ifadeleri dikkatlice okuyup size en uygun seçeneği işaretleyiniz.**	**Kesinlikle katılmıyorum**	**Katılmıyorum**	**Katılıyorum**	**Tamamen Katılıyorum**	**Fikrim yok**
1. Programdaki dersler bize mesleğimizle ilgili beceriler kazandıracak niteliktedir	1	2	3	4	
2. Ders programlarındaki hedeflerle derslerin içeriği uyumlu **değildir.**	1	2	3	4	
3. Program bizi öğretmenliğe hazırlayacak nitelikteki dersleri kapsamaktadır.	1	2	3	4	
4. Program yeterli ölçüde öğretmenlik mesleği ile ilgili gözlem ve uygulama içermektedir.	1	2	3	4	
5. Şu andaki haliyle programda yer alan uygulama dersleri verimli **değildir.**	1	2	3	4	

2- DERSLER

Aşağıda şu anda size uygulanmakta olan İngilizce Öğretmenliği programında yer alan dersler 5 grupta verilmiştir. Sizden istenen her bir grubu, size alanınızla ilgili bilgi ve becerileri kazandırmış olmaları ölçüsünde aşağıdaki derecelerle değerlendirmenizdir. Her bir gruptaki derslerin sizi İngilizce öğretmenliği mesleğine hazırlamakta <u>genel olarak ne kadar yeterli</u> olduğunu düşünüyorsunuz?

(1) Çok Yetersiz (2) Yetersiz (3) Yeterli (4) Çok yeterli

	Çok Yetersiz	**Yetersiz**	**Yeterli**	**Çok Yeterli**	**Fikrim yok**
1. Alan dersleri (konuşma yazma becerileri, dilbilgisi, ileri yazma-ileri okuma dersleri..gibi)	1	2	3	4	
2. Metodoloji dersleri (dil edinimi, ingilizce öğretiminde yaklaşımlar, çocuklara dil öğretimi, alan öğretim yöntemleri)	1	2	3	4	
3. Edebiyat dersleri (İngiliz edebiyatına giriş, drama, roman, drama incelemesi...vb)	1	2	3	4	
4. Öğretmenlik meslek bilgisi dersleri (Gelişim ve öğrenme, okul deneyimi, rehberlik, sınıf yönetimi, materyal geliştirme,)	1	2	3	4	
5. Genel kültür dersleri (Türkçe-sözlü & yazılı anlatım, inkılap tarihi, seçmeli dersler...vb.)	1	2	3	4	

Bölümünüzün/fakültenizin fiziksel ortamı, donanımları, öğretim elemanlar ve öğretim programı ile yukarıdakilere ek olarak paylaşmak istediklerinizi yazabilirsiniz.

_____
_____
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_____
_____

APPENDIX D

STUDENT QUESTIONNAIRE FORM

Dear FLE student,

The following questionnaire has been designed to identify the main problems of Foreign Language Teacher Education programs in Education Faculties at state universities. Specifically, it aims to reveal the problems of your department related to physical learning environment, human resources and instructional state from your (4th year FLE students) perspectives. Since the results of this questionnaire will contribute to improvement and further development of English teacher education in Education Faculties, it's definitely necessary to get your sincere answers. The questionnaire is divided into two parts. In the first part, you're asked some demographic questions while in the second part, there are statements on your faculty/department, which are categorized under three headings.

You are not asked to write any information that would disclose your identity. So it is sure that your individual responses will be kept confidential, and the results of this questionnaire will be used only for research purposes. Be sure that you are voluntarily completing the questionnaire and that you can give up completing it any time you feel uncomfortable about the questions. Please return the questionnaire to the researcher or proctors.

Thank you for your participation.

Esra ERET
Department of Educational Sciences
Middle East Technical University

PART I: Demographic Questions

Age :_____

Gender : ( ) 1.Female ( ) 2. Male

The Institution :

□ 1. Gazi Uni. □ 2. Hacettepe Uni. □ 3. METU

High School Type:

□ 1. General H. S. □ 2. Anatolian H. S. □ 3. Ana. Teachers H. S. □ 4. Other (state here)_____

The preference rank of your dept. : _____

Which term are you in?(5., 6., 7.,....):_____

Your CGPA : _____

PART II: Likert Scale Items

This part of questionnaire is composed of three sections and related subsections. You're requested to read each statement carefully and mark (x, √ ...etc.) the appropriate box for the given statements. In case, the statement of the situation is not applicable in your department/faculty or you don't have any idea, mark the box **"Not Applicable"**. Please, don't leave any unanswered box.

A) PHYSICAL ENVIRONMENT AND EQUIPMENTS					
1.BUILDING OF THE DEPARTMENT/FACULTY **Here are statements on the building of your faculty/department.**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Not Applicable**
1. The architecture of the building is **not** appropriate for educational and instructional activities.	1	2	3	4	
2. The environment of the building is motivating.	1	2	3	4	
3. I am **not** happy with the location of the building of my department.	1	2	3	4	

Here are statements on the building of your faculty/department.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
1. I feel safe in this building.	1	2	3	4	
2. The building generally meets the students' needs (social, academic…etc.)	1	2	3	4	
3. The size of the building is appropriate for student number.	1	2	3	4	
4. The building is **not** flexible for innovations and needs.	1	2	3	4	
5. The building has basic supplies (electricity, water…etc.) for basic needs.	1	2	3	4	
6. There's a heating **problem** in the building.	1	2	3	4	
7. I generally feel motivated to fulfill my responsibilities in the building.	1	2	3	4	
2. PHYSICAL SPACE **In this section, there are statements on the used physical space and rooms in your department/faculty. Read each statement carefully and choose the best option.**					
1. The physical space is large enough for students.	1	2	3	4	
2. There's enough space to carry out instructional activities in the curriculum.	1	2	3	4	
3. The classrooms are **not** big enough.	1	2	3	4	
4. There is **not** enough area for social activities in the department/faculty.	1	2	3	4	
5. There's not a problem of cleanliness of the classes, corridors…etc.	1	2	3	4	
6. There's a cafeteria adequate enough to meet our needs in the departments/faculty.	1	2	3	4	
7. There's **not** enough area to rest after the lessons and in the break times.	1	2	3	4	
3. MATERIALS AND EQUIPMENTS **Here are statements on the materials and equipments reflecting the physical learning environment in your department/faculty. Read the statetements carefully and choose the best option.**					
1. We have got well-prepared course books/materials (quality, comprehensive, readable, attractive…etc)	1	2	3	4	
2. We have adequate technological equipments to support instructional activities.	1	2	3	4	
3. There is/are an actively-used computer laboratory/ies in the department/faculty.	1	2	3	4	
4. We have **not** a library in our department apart from the library of the university.	1	2	3	4	
5. There are enough number of usable projectors and OHPs.	1	2	3	4	
6. There **aren't** computers to be used in the classes for instructional activities.	1	2	3	4	
7. The technological equipments are used appropriately (having no problem).	1	2	3	4	
8. There is a photocopy center open to students' usage in the department/faculty.	1	2	3	4	
9. There is **not** a language laboratory used by students during the lessons.	1	2	3	4	

B) HUMAN RESOURCES

1. INSTRUCTORS **In this section, there are statements on the instructors in your departments. Read each statement carefully and choose the best option.**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Not Applicable**
1. There is enough number of instructors in the department.	1	2	3	4	
2. The instructors have got enough academic knowledge and skills.	1	2	3	4	
3. The instructors are **not** open to communicate with students.	1	2	3	4	
4. The instructors are qualified in their own fields.	1	2	3	4	
5. The instructors **don't** have enough teaching experience in related practice courses.	1	2	3	4	
6. The instructors use existing instructional technology effectively in their courses.	1	2	3	4	
7. The instructors reflect their professional developments into their applications in the lessons.	1	2	3	4	
8. The instructors make us aware of the developments and improvements in our field	1	2	3	4	
9. The inst. don't share educational problems of our country with us	1	2	3	4	
10. The instructors have a positive relation with the practice schools we're going.	1	2	3	4	
11. The instructors associate their courses with the teaching profession when necessary.	1	2	3	4	
12. The inst. use variety of instructional methods and techniques when necessary.	1	2	3	4	
13. The instructors **don't** provide us with enough support throughout teaching observation and practice.	1	2	3	4	
14. The instructors encourage us for teaching profession.	1	2	3	4	
2. OTHER FACULTY STAFF **Here are statements on the staff working in the department/faculty. Please read each statement carefully and choose the best option.**					
1. There is enough number of staff to meet students' needs (secretary, cleanup, photocopy...)	1	2	3	4	
2. The faculty administration provides enough support and resources for teacher education	1	2	3	4	
3. The secretary responds students' problems and questions about the program	1	2	3	4	
4. The faculty administration has a good relationship with students.	1	2	3	4	
5. The faculty administration provides enough support for instructional activities.	1	2	3	4	
6. The faculty administration is sensitive enough for students' expectations.	1	2	3	4	

C) INSTRUCTIONAL PROGRAM (CURRICULUM)

1- PROGRAM **Here are statements on the instructional program of your department. Read each item carefully and choose the best option.**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Not Applicable**
1. The courses in the program have the quality to furnish us with professional skills	1	2	3	4	
2. The objectives of the program are **not** consistent with the content of the courses.	1	2	3	4	
3. The program involves enough courses to prepare us for teaching profession.	1	2	3	4	
4. The program includes enough number of courses with observation and applications in the field	1	2	3	4	
5. The practice teaching courses in the program are **not** efficient enough.	1	2	3	4	

2- COURSES

There are five groups of courses below, which are included in the program you're exposed to in your department. You're expected to evaluate these courses on how adequate they are for making you gain essential knowledge and skills about your profession. <u>Generally,</u> how adequate are these groups of courses to furnish you with essential skills and knowledge?

	Very Inadequate	**Inadequate**	**Adequate**	**Very Adequate**	**Not Applicable**
1. Area Courses (Speaking, Writing, Advanced Grammar...etc.)	1	2	3	4	
2. Methodology Courses (Lang. acquisition, methodology in ELT, young learners..etc.)	1	2	3	4	
3. Literature Courses (Int. to literature, drama, novel, survey of Eng. literature...etc.)	1	2	3	4	
4. Teaching Profession Courses (Development and learning, Classroom managements...etc.)	1	2	3	4	
5. General Culture Courses (Turkish -oral and written-, History, elective courses...etc.)	1	2	3	4	

Here, you can add your ideas and thoughts about the physical environment, human resources and instructional program of your department.

_____
_____
_____
_____

APPENDIX E

INFORMED CONSENT FORM GIVEN TO THE PARTICIPANTS

Günülü Katılım Formu

Bu çalışma, Esra ERET tarafından Ankara'da yürütülen betimsel bir çalışmadır. Çalışmanın temel amacı, Ankara'daki devlet üniversitelerinin İngilizce öğretmenliği bölümlerinin temel problemlerini bu bölümlerde okuyan dördüncü sınıf öğrencilerinin bakış açısıyla ele almak ve araştırmaktır. Bu temel problemler, kurumdaki fiziksel durum, öğretim ve programla ilgili durum ve öğretim üyelerinin durumu olarak üç başlıkta incelenecektir. Çalışmaya katılım tamimiyle gönüllülük temelinde olmalıdır. Görüşmede, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamimiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır. Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için araştırmayı yürüten yüksek lisans öğrencisi Esra ERET (Tel: 241 86 97; E-posta: e128584@metu.edu.tr) ya da tez danışmanı Ahmet OK (Oda: Eğitim Fakültesi 317; Tel: 210 40 43; E-posta: as@metu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad	Tarih	İmza	Alınan Ders
	----/----/-----		

THE STATISTICAL TABLES ON THE THREE DIMENSIONS

Table 1

Descriptive Statistics for the Physical Environment and Resources of the Departments

Items Related to Physical Environment and Resources	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	*n1**	*n2**	*M*	*SD*
The architecture of the building is appropriate	22.3%	39.6%	26.6%	11.2%	172	105	2.27	.93
The building is motivating for educational activities	22.3%	33.5%	30.9%	11.9%	155	119	2.33	.95
I'm satisfied with the location of the building	32.7%	14.4%	29.1%	22.3%	131	143	2.42	1.16
I feel safe in the building	7.9%	15.1%	56.1%	18.3%	64	207	2.87	.80
The building meets the students' needs	23%	45.7%	24.1%	5.8%	191	83	2.13	.83
The size of the building is appropriate for student number	28.8%	36.7%	23.7%	9.7%	182	93	2.15	.95
The building is flexible for innovations	28.4%	48.2%	18.3%	5%	213	65	2.00	.82
The building has basic supplies for basic needs	5.4%	11.2%	60.8%	22.7%	46	232	3.01	.75
There's not a heating problem in the building	20.9%	17.3%	37.4%	23%	106	168	2.64	1.05

*: number of students who responded as “Strongly Disagree” and “Disagree”
**: number of students who responded as “Agree” and “Strongly Agree”

Table 1 (continued).

Items Related to Physical Environment and Resources	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	*n1**	*n2**	*M*	*SD*
I feel motivated to fulfill my responsibilities in the building	20.9%	38.5%	32.4%	4%	165	101	2.20	.81
The physical space is large enough for students.	24.5%	43.5%	24.5%	6.5%	189	86	2.11	.88
There's enough space for instructional activities.	16.9%	46%	28.4%	7.9%	175	101	2.28	.84
The classrooms are big enough	18%	41%	29.5%	9.4%	164	108	2.31	.87
There is enough area for social activities	30.2%	45.3%	14%	5.4%	210	54	1.94	.81
There's no problem of cleanup	19.1%	27.3%	42.1%	10.8%	129	147	2.45	.92
There's a cafeteria adequate enough to meet our needs	49.6%	24.1%	21.6%	4%	205	71	1.80	.91
There's enough area to rest after the lessons	45%	30.6%	16.2%	7.2%	210	65	1.85	.94
We have well-prepared course books/materials	12.2%	32.4%	44.2%	9.7%	124	150	2.52	.83

*: number of students who responded as “Strongly Disagree” and “Disagree”
**: number of students who responded as “Agree” and “Strongly Agree”

Table 1 (continued).

Items Related to Physical Environment and Resources	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	*n1**	*n2**	*M*	*SD*
We have adequate technological equipments to support instruction	15.5%	33.5%	41.7%	9%	136	141	2.44	.86
There is an actively-used computer lab	52.2%	27%	15.1%	4.7%	220	55	1.72	.89
We have got a library in our department	49.6%	35.6%	7.2%	5%	237	34	1.67	.82
There are enough number of projectors and OHPs	20.9%	31.7%	33.1%	13.7%	106	130	2.40	.97
There are computers in the classes	33.8%	30.6%	21.6%	12.9%	179	96	2.14	1.03
The technological equipments are used appropriately	24.1%	31.7%	29.5%	13.3%	155	119	2.32	.99
There is a photocopy center open to students' usage	22.3%	11.2%	44.2%	22.3%	93	185	2.67	1.05
There is a language lab. used by students	65.8%	21.2%	6.5%	5.4%	242	33	1.51	.84

*: number of students who responded as “Strongly Disagree” and “Disagree”
**: number of students who responded as “Agree” and “Strongly Agree”

Table 2

Descriptive Statistics for the Human Resources of the Department

Items Related to Human Resources	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	*n1**	*n2**	*M*	*SD*
There are enough number of instructors	21.2%	19.4%	43.5%	12.2%	113	155	2.49	.96
The instructors are academically competent and qualified	5%	19.8%	56.8%	15.5%	69	201	2.85	.73
The instructors are open to communicate with students	9.4%	26.6%	48.9%	13.3%	100	173	2.67	.82
The instructors are qualified in their own fields.	1.4%	11.9%	61.9%	20.9%	37	230	3.06	.62
The instructors have enough teaching experience in related courses	4.3%	20.5%	53.2	17.3%	69	196	2.88	.73
The instructors use instructional technology effectively.	6.8%	30.9%	51.1%	9%	105	167	2.64	.74
The instructors reflect their professional developments into their applications in lessons	5.8%	25.9%	56.1%	9.4%	88	182	2.71	.71

*: number of students who responded as “Strongly Disagree” and “Disagree”
**: number of students who responded as “Agree” and “Strongly Agree

Table 2 (continued)

Items Related to Human Resources	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	*n1**	*n2**	*M*	*SD*
The instructors make us aware of the developments and improvements in our field	9.4%	28.4%	48.9%	11.9%	105	169	2.64	.81
The instructors share educational problems of our country with us	5.4%	28.8%	46.8%	17.6%	95	179	2.78	.80
The instructors have a positive relation with the practice schools	4.7%	16.9%	55.4%	14.4%	40	194	2.87	.70
The instructors associate their courses with the teaching profession	8.6%	27%	47.5%	14.4%	99	172	2.69	.82
The instructors use variety of instructional methods and techniques when necessary.	5.4%	29.9%	48.2%	12.9%	98	170	2.71	.75
The instructors provide us with enough support throughout teaching observation and practice	9.4%	33.1%	44.6%	12.2%	118	158	2.60	.82
The instructors encourage us for teaching profession	11.5%	29.1%	43.2%	13.3%	113	157	2.60	.86

*: number of students who responded as “Strongly Disagree” and “Disagree”
**: number of students who responded as “Agree” and “Strongly Agree

Table 2 (continued)

Items Related to Human Resources	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	*n1**	*n2**	*M*	*SD*
There is enough number of staff to meet students' needs (secretary, cleanup, photocopy...)	25.5%	37.8%	29.1%	6.1%	176	98	2.16	.88
The faculty administration provides enough support and resources for teacher education	20.9%	41.4%	28.8%	3.6%	173	90	2.16	.79
The secretary responds students' problems and questions about the program	31.3%	35.3%	23.4%	2.2%	185	71	1.96	.80
The faculty administration has a good relationship with students.	16.9%	42.4%	29.9%	3.2%	165	92	2.26	.94
The faculty administration provides enough support for instructional activities.	15.8%	41.7%	32%	4%	160	100	2.28	.76
The faculty administration is sensitive enough for students' expectations.	19.1%	44.6%	27.7%	4%	177	88	2.17	.77

*: number of students who responded as “Strongly Disagree” and “Disagree”
**: number of students who responded as “Agree” and “Strongly Agree”

Table 3

Descriptive Statistics for the Program of the Department

Items related to the program	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	*n1**	*n2**	M	SD
The courses in the program have the quality to furnish us with professional skills	7.6%	21.2%	52.5%	18%	80	196	2.82	.81
The objectives of the program are consistent with the content of the courses	6.5%	27.7%	52.2%	11.9%	95	178	2.71	.76
The program involves enough courses to prepare us for teaching profession.	5.8%	18.3%	58.6%	16.2%	67	208	2.86	.75
The program includes enough number of observation and applications in the field	8.6%	27.3%	46.4%	16.2%	100	174	2.71	.84
The practice teaching courses in the program are efficient enough.	9.7%	25.2%	48.6%	15.8%	97	179	2.71	.85

*: number of students who responded as “Strongly Disagree” and “Disagree”
**: number of students who responded as “Agree” and “Strongly Agree”

Table 4

Descriptive Statistics Related to the Courses of the Program

Items related to the courses	Very Inadequate %	Inadequate %	Adequate %	Very Adequate %	*n1**	*n2**	*M*	*SD*
Area Courses (Speaking, Writing, Advanced Grammar...etc.)	7.9%	33.5%	48.9%	9.7%	115	163	2.60	.77
Methodology Courses (Lang. acquisition, methodology in ELT, young learners..etc.)	2.9%	13.3%	47.1%	36.7%	45	233	3.18	.77
Literature Courses (Int. to literature, drama, novel, survey of Eng. literature...etc.)	5.4%	9%	49.3%	36%	40	237	3.16	.80
Teaching Profession Courses (Development and learning, Classroom managements...etc.)	8.6%	20.5%	51.4%	19.1%	81	196	2.81	.84
General Culture Courses (Turkish -oral and written-, History, elective courses...etc.)	14.4%	25.5%	51.1%	8.6%	111	166	2.54	.84

*: number of students who responded as “Very Inadequate” and “Inadequate”

**: number of students who responded as “Adequate” and “Very Adequate”

APPENDIX G

SOME OF THE STUDENTS' STATEMENTS TO THE OPEN-ENDED PART

Physical Environment and Resources:

- This year physical conditions are better, but for material and method courses, the classes are not appropriate.
- In drama courses, we can experience some problems due to the lack of physical space.
- In the building, there is not a computer room and video room for language students, and this makes us have problems.
- The courses can be monotonous because of the lack of some technological devices.
- Just this year, the department has been equipped with necessary technological devices.
- Physical conditions are really disturbing, and we have transportation problems.
- Instructors and the program are okay, but physical environment could be more usable and motivating.
- We do not have a language laboratory as prospective language teachers.

Human Resources:

- We are grad with the instructors of methodology courses, but the instructors of area courses are not as competent as them.
- Instructors have positive relations with us and they have positive attitudes towards the students.
- We are not happy with the civil servants and secretaries working in the administration.

- The administration and the instructors should have been more helpful, as the guidance is not enough for us.
- We are about to graduate, but the department does not provide us with necessary guidance and information on job applications, graduate studies, and job opportunities.
- There should have been guidance to be provided by the instructors and administration on what to do after graduation such as seminars and conferences.

Program:

- Skills lessons are not adequate to make us gain all four skills and use them fluently and easily.
- Literature subjects should be varied.
- Literature courses are unnecessarily too much, instead, there should have been more courses on practices and methodology.
- I do not think practice teachings and courses on school experience are enough to make us competent in our profession.
- We experience some problems in practice schools/cooperating schools.
- There should be a course on what to do after graduation such as “guidance” course.
- We are sometimes exposed to too much complex courses.
- Translation courses are ignored; however, they are important for us.
- The number of literature courses should be decreased while the number of courses on teaching profession should be increased.
- The relationships with the schools should be better.